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ABSTRACT

This volume records the statements made by individuals at a public hearing on school desegregation in Denver, Colorado. Issues addressed by those at the hearing concern improving the effectiveness of school integration for both minority students and majority students, and include bilingual education, remedial math and reading programs, student achievement, educational quality, busing, teacher training, Federal financial support, discipline, school administration, technical problems, community involvement, and individualized instruction. Documents, progress reports from black and Hispanic organizations, letters, and other literature related to desegregation and submitted to the hearing as exhibits are appended. (EB)

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ED178648

Hearing
before the
United States
Commission on Civil Rights

HEARING HELD IN

DENVER, COLORADO

FEBRUARY 17-19, 1976

UD019887

U S DEPARTMENT OF HEALTH,
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U.S. COMMISSION ON CIVIL RIGHTS

The U.S. Commission on Civil Rights is a temporary, independent, bipartisan agency established by Congress in 1957 and directed to:

- Investigate complaints alleging that citizens are being deprived of their right to vote by reason of their race, color, religion, sex, or national origin, or by reason of fraudulent practices;
- Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution because of race, color, religion, sex, or national origin, or in the administration of justice;
- Appraise Federal laws and policies with respect to equal protection of the laws because of race, color, religion, sex, or national origin, or in the administration of justice;
- Serve as a national clearinghouse for information in respect to denials of equal protection of the laws because of race, color, religion, sex, or national origin;
- Submit reports, findings, and recommendations to the President and Congress.

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UNITED STATES COMMISSION ON CIVIL RIGHTS

Tuesday, February 17, 1976

Federal Building
Rm. 2330, 1961 Stout Street
Denver, Colorado

The U.S. Commission on Civil Rights convened, pursuant to notice, at 9:05 a.m., Arthur S. Flemming, Chairman, presiding.

PRESENT: Arthur S. Flemming, Chairman; Stephen Horn, Vice Chairman; Frankie M. Freeman, Commissioner; Murray Saltzman, Commissioner; Robert S. Rankin, Commissioner; Manuel Ruiz, Jr., Commissioner; John A. Buggs, Staff Director; Lawrence Glick, Acting General Counsel; Frederick Dorsey, Assistant General Counsel; Jack P. Hartog, Assistant General Counsel; Hester C. Lewis, Assistant General Counsel; Shirley Hill Witt, Regional Director.

PROCEEDINGS

(The Court Reporter and the clerks were sworn.)

CHAIRMAN FLEMMING. I will ask the hearing to come to order.

The members of the Civil Rights Commission feel that the most important issue confronting us in the field of civil rights as a nation is the desegregation of our public school system.

We have decided, therefore, to focus a large percentage of our time and resources on this issue between now and August. At that time we intend to present to the President and to the Congress a state of the union report on the status of school desegregation in this country.

This will be accompanied by findings and recommendations.

We hope that it will provide a factual basis for a continued dialogue throughout our nation on this important issue.

The Congress has given this Commission the authority to hold public hearings in connection with the discharge of its duties and responsibilities.

When we hold public hearings all witnesses are subpoenaed and all witnesses are placed under oath.

In the area of school desegregation we held a series of hearings in Boston, Massachusetts last June dealing with desegregation of the Boston public school system.

In August we filed a report containing our findings and recommendations.

The hearing in Denver during the next few days is the second of a series of four hearings of this nature.

Later on this spring we will be holding hearings in Louisville, Kentucky and also Tampa, Florida.

In addition to our public hearings there will be 24 case studies carried on under the auspices of 24 of our state advisory committees.

In addition to that, a number of our state advisory committees will also conduct hearings.

Likewise we will be issuing from time to time reports on specific issues such as the relationship between school desegregation and white flight.

This Commission feels that the area of school desegregation provides us as a nation with the opportunity of demonstrating that we have the capability of translating the rhetoric of the Constitution of the United States into action, and to do it in such a way as in this particular instance to protect and guarantee and implement the Constitutional rights of the children and young people of our nation.

We look forward to the hearings in Denver. We know that we will be presented with basic information which will be of real help to us as we endeavor to evaluate this situation.

We believe that the report that will be developed dealing with the Denver developments will be of real help and assistance to many communities throughout our nation.

At this time I am happy to recognize my colleague Commissioner Freeman, a distinguished member of the Bar from St. Louis, Missouri, who will acquaint you with the rules and procedures that we will follow in connection with this hearing.

COMMISSIONER FREEMAN. Thank you, Dr. Flemming.

At the outset I should emphasize that the observations I am about to make on the Commission's rules constitute nothing more than brief summaries of the significant provisions.

The rules themselves should be consulted for a fuller understanding.

Staff members will be available to answer questions which arise during the course of the hearing.

In outlining the procedures which will govern the hearing, I think it is important to explain briefly a special Commission procedure for testimony or evidence which may tend to defame, degrade or incriminate any person.

Section 102(e) of our statute provides, and I quote, "If the Commission determines that evidence or testimony at any hearing may tend to defame, degrade or incriminate any person, it shall receive such evidence or testimony in executive session.

"The Commission shall afford any person defamed, degraded or incriminated by such evidence or testimony to appear and be heard in executive session with a reasonable number of additional witnesses requested by him before deciding to use such evidence or testimony."

When we use the term executive session we mean a session in which only the Commissioners are present, in contrast to a session such as this one in which the public is invited and present.

In providing for an executive or closed session for testimony which may tend to defame, degrade or incriminate any person, Congress clearly intended to give the fullest protection to individuals by affording them an opportunity to show why any testimony which might be damaging to them should not be presented in public.

Congress also wished to minimize damage to reputations as much as possible and to provide persons a opportunity to rebut unfounded charges before they were well publicized.

Therefore, the Commission, when appropriate, convenes in executive session prior to the receipt of anticipated defamatory testimony.

Following the presentation of testimony in executive session or any statement in opposition to it, the Commissioners review the significance of the testimony and the merit of the opposition to it.

In the event we find the testimony to be of insufficient credibility or the opposition to it to be of sufficient merit, we may refuse to hear certain witnesses even though those witnesses have been subpoenaed to testify in public session.

An executive session is the only portion of any hearing which is not open to the public.

The hearing which begins now is open to all, and the public is invited and urged to attend all of the open sessions.

All persons who are scheduled to appear who live or work in Colorado or within 50 miles of the hearing site have been subpoenaed by the Commission.

All testimony at the public sessions will be under oath and will be transcribed verbatim by the official reporter.

Everyone who testifies or submits data or evidence is entitled to obtain a copy of the transcript on payment of cost.

In addition, within sixty days after the close of the hearing a person may ask to correct errors in the transcript of the hearings or her testimony. Such requests will be granted only to make the transcript conform to testimony as presented at the hearing.

All witnesses are entitled to be accompanied and advised by counsel. After the witness has been questioned by the Commission counsel may subject his or her client to reasonable examination within the scope of the questions asked by the Commission. He or she also may make objections on the record and argue briefly on the bases for such objections.

Should any witness fail or refuse to follow any order by the Chairman or the Commissioner presiding in his absence his or her behavior will be considered disorderly and the matter will be referred to the U.S. Attorney for enforcement pursuant to the Commission's statutory powers.

If the Commission determines that any witness' testimony tends to defame, degrade or incriminate any person, that person or his or her counsel may submit written questions which, in the discretion of the Commission, may be put to the witness.

Such person also has a right to request that witnesses be subpoenaed on his or her behalf.

All witnesses have the right to submit statements prepared by themselves or others for inclusion in the record provided they are submitted within the time required by the rules.

Any person who has not been subpoenaed may be permitted, in the discretion of the Commission, to submit a written statement at this public hearing. Such statement will be reviewed by the members of the Commission and made a part of the record.

Witnesses of Commission hearings are protected by the provisions of Title 18 U.S. Code Section 1505 which makes it a crime to threaten, intimidate or injure witnesses on account of their attendance at government proceedings.

The Commission should be immediately informed of any allegations relating to possible intimidation of witnesses.

Let me emphasize that we consider this to be a very serious matter and we will do all in our power to protect witnesses who appear at the hearing.

Copies of the rules which govern this hearing may be secured from a member of the Commission staff.

Persons who have been subpoenaed have already been given their copies.

Finally I should point out that these rules were drafted with the intent of ensuring that Commission hearings be conducted in a fair and impartial manner.

In many cases the Commission has gone significantly beyond Congressional requirements in providing safeguards for witnesses and other persons.

We have done this in the belief that useful facts can be developed best in an atmosphere of calm and objectivity. We hope that such an atmosphere will prevail at this hearing.

With respect to the conduct of persons in this hearing room, the Commission wants to make clear that all orders by the Chairman must be obeyed. Failure by any person to obey an order by the Chairman or Commissioner presiding in his absence will result in the exclusion of the individual from this hearing room and criminal prosecution by the U.S. Attorney when required.

The Federal Marshalls stationed in and around this hearing room have been thoroughly instructed by the Commission on hearing procedure and their orders are also to be obeyed.

This hearing will be in public session today, tomorrow and Thursday.

Daily sessions, except for today, will be without breaks or intermissions.

Today's session will break for lunch from 12:00 p.m. and will recess at 6:00 p.m.

Wednesday's session will begin at 9:00 a.m. and will continue without break or intermission until 6:00 p.m.

On Thursday, the final day of this hearing, the Session will begin at 9:00 a.m. and the time between 4:25 and 6:30 p.m. has been set aside for testimony from persons who have not been subpoenaed but who wish to testify.

As noted by Chairman Flemming, persons wishing to appear at the open session should be on contact with members of the Commission staff in Room 1430 from this time on and any time during this week until the close of the session.

This hearing will conclude at 6:30 p.m. Thursday evening.

Thank you.

CHAIRMAN FLEMMING. Thank you very much, Commissioner Freeman.

At this time I would like to recognize the General Counsel.

MR. GLICK: Mr. Chairman, as required by law, the Commission published notice in the Federal Register on Friday, January 16, that the Commission would hold a hearing in Denver.

With your permission, I will introduce this notice into the record as Exhibit Number 1.

CHAIRMAN FLEMMING: Without objection, it will be done.

[The document referred to was marked Exhibit Number 1 for identification and was received in evidence.]

CHAIRMAN FLEMMING. At this point it is my privilege to recognize Mrs. Rachel Noel, who is a very active member of the Colorado State Advisory Committee of the Civil Rights Commission.

At this point she is representing the Committee and when she has finished with her welcoming remarks she will be the first witness at this hearing.

Mrs. Noel.

WELCOMING REMARKS BY RACHEL NOEL, MEMBER, COLORADO ADVISORY COMMITTEE TO THE U.S. COMMISSION ON CIVIL RIGHTS

MRS. NOEL. To the Commission, members of the staff, and those who are present:

When the Supreme Court issued its decision in the Brown versus Topeka Board of Education in 1954, most of this country looked south for its greatest impact. But like a pebble in the pond, the rippling effect of that decision continues and the increasing impact of the substance of that decision contained in the words "segregation is inherently unequal" no longer has a southern look for the principle it proclaimed finds need for implementation even in Denver or Detroit or Boston or Milwaukee.

The inquiry and concern about the quality of educational opportunity that began in Denver in the early '60s, focusing in first on the building of a segregated junior high school at East 32nd and Colorado Boulevard, to study committees that were appointed by the Denver School Board, committees that focused on factors of racial inequality in a consideration of education in Denver, school board decisions amid mounting concern about equal education all came together in the wake of the death of Dr. Martin Luther King and in May 1968 resolution directing the Superintendent of Schools to design a plan for the integration of Denver's public schools.

The spin-offs from this resolution included some token starts at so-called integration. But a School Board election within weeks of this token beginning brought a complete turn-around change in focus and non-support for equality of educational opportunity by the new majority of the Board.

Immediately this School Board took action to rescind these token beginnings.

The now-famous Case versus the Denver School Board was the result.

The long years in court because of this suit, including Supreme Court appeals, are drawing to a close with the principles of Judge Doyle's original decision sustained.

The years have taken a toll, however. But the principles of equal educational opportunity remains. And the words of the Supreme Court in 1954 are no less true today than they were now more than 20 years ago.

In this bicentennial year, as this country renews its roots in the Constitution, it is so important to remember and remember that the Brown suit in 1954 as well as Denver's suit in 1969 stem from that same Constitution, its 14th Amendment, the guarantee of equality for all.

In a report published last year, 20 years after the Brown decision, the U.S. Civil Rights Commission reported that although the principle of racial equality is still vital to the life of this nation, the promise of the Brown Case remains as yet largely unfulfilled.

The Commission's recent decision to hold public hearings within the next ten months and to conduct an in-depth nationwide investigation of school desegregation is a recognition of the pain of change in our society, a society which has difficulty matching its creed and its deeds where minorities are concerned.

What has happened and is happening in education is but a reflection of this painful change.

From these hearings will come information that will aid the implementation and build a better understanding of the desegregation process across the nation.

The Commission's complete report is to be issued in August. Advisory committees in each state are a part of the thrust of the work of the U.S. Civil Rights Commission and bring a specialized view of the concerns in the broad area of civil rights.

In this nationwide study of school desegregation advisory committees are a part of the coordinated effort, and we of the Colorado Advisory Committee are pleased to share and be involved in this assessment of a right so basic in our democracy.

This hearing, the first of four to be conducted by the Commission, truly presents a challenge to our city in its struggle to match its deeds to the majesty of its mountains.

Hopefully the data collected and evaluated will bring closer to realization that promise of Brown in the Supreme Court decision of 1954 which held hope for all in this nation of the people, by the people and for the people, a promise giving hope for all the people.

On behalf of the Colorado Advisory Committee, I extend warm words of welcome to you, each one, words laced with hope that we will in the not too distant future see fulfilled for our children that promise of 1954.

Thank you.

CHAIRMAN FLEMMING: Thank you very much, Mrs. Noel.

Throughout the latter part of your statement the word hope recurred a number of times. Like you, this Commission trusts that despair will be replaced by hope in the lives of those who are the victims of systems that denied to them their Constitutional rights.

We appreciate very much these words of welcome from the state advisory committee.

As you have noted, the state advisory committees play a very important role in helping us to discharge our responsibility. Their activities over a period of the next few months are going to be very intense, as far as the area of desegregation is concerned.

We are happy to be here and happy to have the opportunity of spending the next few days listening to those who are involved with this issue in the life of this community.

As I indicated, Mrs. Noel will also be our first witness.

If you would stand, just raise your right hand.

(Whereupon, Rachel Noel was sworn by Chairman Flemming.)

TESTIMONY OF RACHEL NOEL, PROFESSOR, METROPOLITAN STATE COLLEGE; FORMER MEMBER, DENVER SCHOOL BOARD

CHAIRMAN FLEMMING. I will recognize the General Counsel.

MR. GLICK. Mrs. Noel, for the record, would you please state your name, address and occupation?

MRS. NOEL. I am Mrs. Rachel Noel, 2601 Adams Street.

My occupation is Chairperson, Department of Afro-American studies, Metropolitan State College here in Denver.

MR. GLICK. Thank you.

Mrs. Noel, during the early '60s you were a parent of a school-age child and you became especially interested in the public school system.

Could you tell us what led to your interest in the school system as it affected your child and other children and what actions you took as a result of this interest and what changes you may have seen take place during the 1960s?

MRS. NOEL. I should say that I had two school-age children in 1960.

I testified in the Case suit about one of my children who was then— who had attended Barrett Elementary School and about whom I testified in terms of her having attended the Park Hill School and having been bussed to that school before Barrett was built. She was then in the fifth grade. And she told me that she was having in her class the same materials that she had had in the year before at Park Hill.

Mr. Glick. What year was this, Mrs. Noel?

Mrs. Noel. Let me see. When was Barrett built? 1959, I think.

Mr. Glick. Thank you.

Mrs. Noel. Or '60. I am not certain of the year Barrett was built.

At any rate, it was that first year that Barrett was in operation.

And since I am accustomed as a parent interested in children, and especially my own children and their education, I am accustomed to going to schools and visiting classes and talking to the principals and teachers.

I did in this case talk to teachers, talked to her teacher, visited her class, tried to see if a change could be made and if in fact this was understood by all that there was a difference here at Barrett and there was a difference between Barrett and Park Hill.

Mr. Glick. Was Barrett a largely black school?

Mrs. Noel. It was predominantly black, if not 99.9 percent.

Mr. Glick. And then when you had seen that and you had asked for some changes to be made, what took place?

Mrs. Noel. Nothing, really.

There were meetings. I remember talking to the principal many times who was sincerely concerned that Barrett would be a good school. It is just that there was that difference that I had noted and I felt that with the school being black, as black as it was, that that meant the difference between the school she had attended and the school she was now attending.

Mr. Glick. Did you or other parents approach the School Board with respect to the situation at that time?

Mrs. Noel. We did not talk to the School Board but to the Superintendent at that time.

Mr. Glick. It is my understanding that in the early '60s there was a study done of the school system with respect to the question of segregation.

Mrs. Noel. Yes.

Mr. Glick. Can you tell us about that?

Mrs. Noel. The study was—the study committee was set up in 1962 and presented its report, this report that I have here, in 1964.

It was a special study committee on equality of educational opportunity with special respect to racial and ethnic factors.

This report and recommendations was presented to the School Board, and it had some over 150 recommendations for change that the committee had found was necessary.

Mr. Glick. Were these recommendations adopted or implemented by the Board of Education?

Mrs. Noel. All the easy ones that didn't call for too much of a commitment in terms of equality of educational opportunity and that might cost the least amount of money.

We felt, that is many of us who were involved in this, that the hard things to do in terms of change, much as I have reflected in my opening remarks, these kinds of things were a point of discussion, possibly, but not action.

Mr. Glick. Then subsequently, as I understand it, in 1966 there was another study committee established which again made findings and recommendations to the School Board. Can you tell us about that?

I believe you participated in that also.

Mrs. Noel. I was a member of the School Board by that time, and this study committee really focused more on the junior high school, a summary of recommendations in regard to that were key in that report.

At that time it was discussed the possibility of an educational complex.

I remember many discussions and even a visit to Washington concerning government land that many of us felt could be used for an educational complex in terms of the need to build schools rather than adding classrooms to already segregated schools, to move to the perimeter or periphery, rather, of the area where most blacks were living, to move to an educational complex on this government land that was really then open, but turned out not to be available.

But the recommendations of the 1966 committee, as well as that of the 1964 committee, were considered but not fully implemented.

Mr. Glick. So that in your view as late as 1966, well, then, the schools still were segregated and there was not equality of education?

Mrs. Noel. Right.

Mr. Glick. And at that time you were a member of the Board of Education?

Mrs. Noel. Yes.

Mr. Glick. What action did you as a member of the Board take to attempt to overcome these problems?

Mrs. Noel. Well, in the days following Dr. King's assassination it was my deep concern that every black person sitting in a seat of decision should move in terms of our people and equality.

I felt that I sat on the Denver School Board, that I must move, and that we had considered, we had discussed, we had made token starts at many things, and so I offered a resolution to integrate, calling for the Superintendent, really, to draw up a design for the integration of Denver schools.

It was offered as Resolution 1490 to the Denver Public Schools.

Mr. Glick. Was this resolution adopted by the Board of Education?

Mrs. Noel. This resolution, after much discussion, controversy and interest, passed the Denver School Board.

Mr. Glick. That was in May 1968?

Mrs. Noel. 1968.

Mr. Glick. As a result of the resolution which directed the Superintendent to create a plan for the desegregation of the schools, was a plan in fact created?

Mrs. Noel. Yes, a plan was created and was presented to the School Board by the then Superintendent, Dr. Gilbert. That is this plan. It is called Planning Quality Education. This big brown volume.

Mr. Glick. Was that plan ever adopted by the Board of Education?

Mrs. Noel. The plan was accepted by the Denver School Board, and from that plan several resolutions were brought to the Board and was the beginning of implementation of parts of the design. And so that there were three resolutions that were then passed by the Board during that year.

Let's see, a part of 1968 and '69.

I was going to give you the exact numbers of those resolutions, and I am referring to the Supreme Court brief that was filed.

Resolutions 1520, 1524 and 1531.

Mr. Glick. As a result of these resolutions, what took place afterwards?

Mrs. Noel. These resolutions, the last one was passed, I believe, in April of 1969, and this resolution was passed at the beginning, or at just at the beginning of the campaign of School Board members for election for the School Board that would take place in May.

So the campaign revolved around the resolutions emphasizing bussing and also members, persons who were running for the School Board promised to rescind those resolutions.

In the election members who had that point of view were elected and the School Board soon after its organization, its formal organization, in its beginning meetings, rescinded those three resolutions and as a result of that this suit, Case Versus the Denver School Board, as a result of that action this suit was then filed in Federal Court.

Mr. Glick. So that throughout the period of the 1960s there were attempts made and suggestions and studies to desegregate the schools in Denver, but administratively, that is by the Board of Education, it never took place?

Mrs. Noel. There were attempts made. There were some token kinds of things begun. That is, some bussing of minority students.

By and large the actions were to contain blacks as schools became overcrowded, to add classrooms, for instance, to add mobiles, for instance, at Steadman School and Smith School.

I think at Smith School at one time there were twelve mobiles. To drive by that school and see all the schoolyard practically filled up with mobiles was a sight to see.

But it was a way of continuing in a segregated way the education of black children.

Mr. Glick. So that acting on its own, the Board of Education of Denver did nothing whatsoever to desegregate the schools and it was not until litigation was begun and finally concluded that some movement on desegregation took place; would that be consistent with your view?

Mrs. Noel. Acting on its own the Board did little in my view to increase the quality of educational opportunity.

Some of the token kinds of integration efforts from pressure of black parents or from pressure from civil rights groups, this happened.

I would like to insert here that the Board, after receiving this report in March 1964, adopted a resolution, a policy, really, Policy 5100, that stated its support of equal educational opportunity.

So it wasn't that there was not a recognition that this should be the goal in education so that there would be an equal opportunity for all children in education in this city.

It is just that there was not a real commitment in my view of movement in that direction and that the movement really, in terms of firm movement, did not happen until the suit was filed, and that the rescission of those token starts that represented those three resolutions that I stated, to rescind those really showed in my view not a commitment to equality of educational opportunity.

Mr. Glick. Thank you, Mrs. Noel.

I have no further questions, Mr. Chairman.

Chairman Flemming: Commissioner Horn?

Vice Chairman Horn: Dr. Noel, during the period you were a member of the School Board, you described some of the actions that took place as overcrowded situations developed.

Would you analyze the actions of your colleagues as really being based on lethargy, penny-pinching, racial prejudice, a combination of all three, or what?

And I wonder if you would say the responsibility was mostly with the School Board or with the school administration during this period of the '60s.

Mrs. Noel. I think it was a combination of both in terms of responsibility, that the School Board was moving into an area that they really had not given high priority in my view.

The '60s, if we can think back into this time of moral concern and of interest, rising interest into civil rights pressed by that people in terms of bringing about change, that a School Board that had not faced these kinds of interests began to see this as a concern, and that the administration as well began to see this as a concern.

However, in documentation of the kinds of recommendations by the administration, say, for the building of new schools or the adding of classrooms, in these recommendations clearly segregation was enhanced and segregation was continued.

So I believe that the constant prodding by members of the Board, members of the community, that indeed what we needed to face was a change and that if we really believed in educational opportunity for equal educational opportunity, that a change in terms of what was being done had to be made, that we indeed had in Denver segregated schools.

We had schools that everybody knew were black schools. If we said a name of a school, at that time Manuel, we would know that we were talking about a black school.

Nobody in Denver had any doubt at that time.

If we said Manuel, we were talking about that school that was in a black community that was predominantly attended by black students.

Vice Chairman Horn. In getting the Board to focus on these problems in the '60s when you were on the Board, would you say that the school administration was deficient in not providing leadership to get the Board to focus on the problems?

Mrs. Noel. I think it was deficient.

Vice Chairman Horn. Thank you.

Chairman Flemming. Commissioner Freeman?

Commissioner Freeman. Mrs. Noel, I would like to refer to your statement concerning the differences in attitudes in terms of the southern—the experience in the South as it is—as it was found to be compared with the experience in cities such as Denver, and ask for your assessment of how a Board of Education functions in a community such as Denver and education systems in the State of Colorado where the population of the minorities and the blacks is such a small percentage of the total population, and actually have your assessment of how it gets that way without some sort of official action in a population percentage as small as this many people have said in the past, well, you have problems in St. Louis because there are large numbers of black people. In Denver we have always been told that there is no discrimination, anybody can live where they want to live. Well, then, how is it that you have a population in schools that are 99 percent black without discrimination in housing?

Mrs. Noel. Because we do have and at that time we did have discrimination in housing. And we have, as we have in every city in this country, a definite black community. Even though the population is small in comparison with, say, a city like St. Louis, percentage-wise.

Commissioner Freeman. Just in the drawing of the school districts, in the site selection, did it come to the attention of the Board as long ago as 1960 that the lines were being drawn to contain segregation?

Mrs. Noel. Yes. This was brought to the Board many times from citizen's groups and parents, and especially when the school was proposed at East 32nd and Colorado Boulevard.

Now I think we must recognize that in drawing boundary lines for elementary schools the administration had the authority to make these changes. But at the secondary level these changes were—would be brought to the Board and so that this was an opportunity for public reaction so that the junior high school that was proposed allowed for much discussion and much criticism from citizen's groups, from parents, from civil rights, interested citizens, citizens who were interested in civil rights as well, to question these boundaries because the boundaries proposed for that junior high school almost to a house followed the movement of blacks.

Commissioner Freeman. They were shifted as the population shifted?

Mrs. Noel. Shifted, that's right.

Commissioner Freeman. Was there ever any attempt to relate this to the housing discrimination which you said existed and the policies of government, governmental officials?

Mrs. Noel. In 1959 you see we had passed the Fair Housing law that on the books allowed a general opening up in terms of housing for all people.

However, the subtle kinds of discrimination in terms of housing continued. Not as blatant as before. And with the activation of the State Civil Rights Commission and its increasing powers in terms of inquiry and enforcement, the housing discrimination in Denver has changed; but at that time it had not to the degree that it has now. And I don't want to leave the impression that it is perfect now.

Commissioner Freeman. Was there much movement of pupils who resided in a particular district from—to a school in another district if that person happened not to be a member of a minority?

Mrs. Noel. No. You mean in terms of the voluntary plans of enrollment?

Commissioner Freeman. Right.

Mrs. Noel. There was. These are some of the token kinds of things that the School Board had done, had allowed voluntary enrollment if the parent supplied transportation.

This is one of the kinds of things that—and some parents took advantage of this and did enroll their students in other schools outside of the area.

Also many white parents took advantage of that and enrolled their students outside of the area.

But the fact that transportation had to be potentially supplied by the parent in my opinion was a factor that did not lend for wide use of this option.

Commissioner Freeman. Did the Board of Education—when did it first recognize that it had segregated schools in Denver, as a Board?

Mrs. Noel. I don't think the Board recognized in any kind of formal action that it had segregated schools. I think in 1964 when Policy 5100 was adopted it said that it recognized, and I quote, "that the continuation of neighborhood schools has resulted in the concentration of some minority racial and ethnic groups in some schools and that a reduction of such concentration and the establishment of an integrated school population is desirable to achieve equality of educational opportunity."

But the Board, as well as the administration, constantly, well, feeling that there was no segregation law as in the South, "Thou shalt not attend this school if you are black," written into the law, that the

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schools were not segregated by law, that because they were so located it happened that way.

Commissioner Freeman. Thank you.

Chairman Flemming. Commissioner Rankin?

Commissioner Rankin. Dr. Noel, to straighten out the record, in 1962 there was a Special Study Committee on Equal Educational Opportunities appointed and later another one; am I correct in that?

Mrs. Noel. The second committee was—had a narrower focus.

Commissioner Rankin. Yes. Are these committees still in existence?

Mrs. Noel. No. They were ad hoc groups, really.

Commissioner Rankin. Were they from the membership of the community or outside the Board?

Mrs. Noel. Their members were from the community with some staff assistance provided by the School Board?

Commissioner Rankin. They haven't died because they have obtained equal educational opportunity; is that correct?

Mrs. Noel. They passed away when their report was presented to the School Board.

Commissioner Rankin. Do you think we can get equal educational opportunities by a municipal ordinance or law or anything like that?

Can it come automatically then, or not?

Mrs. Noel. I don't think that, you know, it happens automatically as if you switch on a light.

Commissioner Rankin. Don't you think it might be advisable to have a standing committee on equal educational opportunity?

Mrs. Noel. It seems to me that that's the Board of Education's commitment for all the children.

Commissioner Rankin. But they don't have a standing committee today on that, do they?

Mrs. Noel. Not that I know of.

Commissioner Rankin. And it would be advisable for them to have such a committee, don't you think?

Mrs. Noel. It is my view that that is their job to do, the School Board.

Commissioner Rankin. Yes, that is in my view, too.

In the meantime, could the State Advisory Committee to the Civil Rights Commission have a standing committee on educational opportunity to prod, look into, suggest improvement? Could you do that in your State Advisory Committee?

Mrs. Noel. I don't see anything wrong with their prodding at any time on any issue that has to do with equal opportunity for all of the citizens.

I think that a School Board in any city has that job. Its only life is in terms of the children of the district that it oversees, in terms of the education. And that is for all of its children. And in my view that is its first job.

COMMISSIONER RANKIN. I wonder in the meantime until they get on the job that the State Advisory Committee will not have a committee just looking into this matter to prod, to suggest, to help and to commend.

MRS. NOEL. I will certainly take that to the next meeting.

COMMISSIONER RANKIN. Thank you.

CHAIRMAN FLEMMING. Commissioner Ruiz?

COMMISSIONER RUIZ. Dr. Noel, the desegregation history you gave was interesting and quite a background for the setting of this hearing.

You made reference to a Supreme Court decision. Did the Supreme Court decision observe that the Hispanoes and Negroes have a great many things in common?

MRS. NOEL. You mean the decision in reference to the Keyes Case?

COMMISSIONER RUIZ. Yes.

MRS. NOEL. Yes.

COMMISSIONER RUIZ. Did the Supreme Court note that the deprivations were the same in terms of educational inequities with reference to Negroes, Hispanoes, and American Indians?

MRS. NOEL. I am not positive on this score, but I think it was in terms of minorities and that would embrace all of those that you had spoken of.

COMMISSIONER RUIZ. Did the Supreme Court observe that there was economic and cultural deprivation as to both the Hispanoes and Negroes?

MRS. NOEL. I think so.

COMMISSIONER RUIZ. Did the Court note that there was identical discrimination or discriminatory treatment when compared to that of the dominant society?

MRS. NOEL. Compared to the dominant society, yes.

COMMISSIONER RUIZ. Thank you.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. Dr. Noel, in your long involvement and the perspective history that you have presented to us, could you evaluate for us the present moment relative to the commitment and endeavors of two areas in particular, School Board and the political community, to the pursuit of educational opportunity?

MRS. NOEL. Your question was commitment—

COMMISSIONER SALTZMAN. And involvement of the School Board and the political community, the present situation. Has it altered significantly?

Is there a clear-cut commitment right now in the community to equal educational opportunity through the desegregation process?

MRS. NOEL. It is my view that the community—and I am speaking of the community at large, feels that this city does support equal educational opportunity. It is when it comes to its actual—and this is a philosophical commitment—when it comes to its actual implementation, this city, like many other cities, has difficulty in putting these—this philosophy into action and that the School Board majority at present is not as clearly committed in these terms.

The continued appeals that the Board of Education, since 1969, have involved the taxpayers' money in clearly indicates that there is a question always as to whether or not this should be done, and in a sense implies that there is no need for change and that the School Board and administration is committed to an education that involves all the questions and the facts that were presented in the Court and that were documented in terms of the decision by the Supreme Court indicating that there was indeed inequality and it was my opinion that the appeals, the School Board actions in directing those appeals into what has amounted to a great deal of money, into the thousands of dollars, perhaps even as much as a million dollars in this regard only showed that there was not real commitment to equality of educational opportunity.

You spoke of the political community. I think that is no different than in any other city. And that what has really happened is a focus on bussing or any other kind of side issue because we have never in my view in this country really focused as we should and in the communities of this country on the issue that has to do with equality of educational opportunity as guaranteed in the 14th Amendment.

I think you know we have followed many times, I have said the will-o-the wisp of bussing.

We can talk about that and get away from dealing with the issue. And too often this has been embraced by many people of good will who just didn't realize what the issue was.

Of course, in so doing, the people that will therefore put off for another day these kinds of changes that would be deep and painful but would bring about equality of educational opportunity, they are the ones who are satisfied that everything could be discussed but equality.

COMMISSIONER SALTZMAN. Can you pinpoint for us in specific what are the positive elements, groups, factors present in the community today which if properly, successfully mobilized, can indeed move forward the effort for equal educational opportunity?

MRS. NOEL. Well, I wish I had time to reflect on that, so I would be sure to give you a complete answer. I would have to emphasize one group in particular, and that is the Community Education Council that was appointed by Judge Doyle to oversee and to monitor his decision.

Now, that group is augmented by monitors in every school within the city and reaches, therefore, into many areas of life in this city, religious, economic, in general, citizen interest.

Another group is a private group called PLUS also is active, and it coordinates several groups and agencies who are concerned in the best interests of this community education-wise; some 80, I believe, groups are involved in that.

The NAACP, that venerable organization is represented here also in chapters. It, too, has always had that interest and, you know, from the very beginning has been a part of this.

There are religious groups in this city who have been interested and who have, you know, been constant in their commitment. And there are many other groups.

As I say, we have a reservoir here in my view of a commitment to the philosophy. I want the creed and the deed to come together, and for this commitment to move and to stand firm.

I think this is what I want to emphasize, that in this city we have, as I have said, the majesty of the Rocky Mountains. We should set that example in terms of our actions in regard to the education for all of our children in this city.

COMMISSIONER SALTZMAN. Thank you.

CHAIRMAN FLEMMING. Mrs. Noel, we want to thank you for an informative and inspiring testimony. We appreciate very, very much your being with us.

I will ask General Counsel to call the next witness.

VICE CHAIRMAN HORN. Before the witness leaves the Council she referred to the Gilberts Plan. Are you planning to put that in the record as this part of the testimony or will that come up later or is it needed?

MR. GLICK. I did not intend to put it in the record since it was never adopted by the Board of Education.

It would be interesting, I suppose, from an academic point of view. I can obtain a copy and, if you desire, can put it in the record.

VICE CHAIRMAN HORN. I would just like to make a complete record at this point. So if you wish to do that, you may want to make it Exhibit 2.

MR. GLICK. I will obtain a copy of the Gilbert Plan and introduce it into the record as Exhibit 2.

CHAIRMAN FLEMMING. Without objection, that will be done.

[The document referred to was marked Exhibit Number 2 for identification and was received in evidence.]

MR. GLICK. The next witnesses are Dr. George Bardwell, Mr. Fred Thomas and Mr. Frank Southworth.

(Whereupon, George Bardwell, Fred Thomas and Frank Southworth were sworn by Chairman Flemming.)

TESTIMONY OF DR. GEORGE BARDWELL, PROFESSOR, UNIVERSITY OF DENVER; FRANK SOUTHWORTH, REALTOR, MEMBER OF CITIZENS ASSOCIATION FOR NEIGHBORHOOD SCHOOLS; AND FRED THOMAS, VICE PRESIDENT, JOHN-MANVILLE PRODUCTS CORPORATION.

MR. GLICK. Gentlemen, will you each please state your name, address and occupation for the record.

MR. THOMAS. My name is Fred Thomas. I am director of corporate compliance for the John-Manville Corporation. I live at 2875 Belair Street in Denver, Colorado.

Dr. Bardwell. I am George Bardwell, professor of mathematics and statistics at the University of Denver, and reside at 2201 South Harrison in Denver.

Mr. Southworth. I am Frank Southworth, past president of the Board of Education. I live at 1945 South Kearney Way. I am in the real estate business.

Mr. Glick. Gentlemen, we are receiving testimony from you today to establish a historical background for the situation that now exists in Denver that results from litigation.

What we want to try to establish is how this litigation came about and what were the factors that contributed to it.

I would like to start with Mr. Thomas, and going back into the mid and late '60s, Mr. Thomas, you had children in school in the Park Hill area, and I understand that at least one or perhaps more of your children went to Steadman School at the time that it became a larger black school, and at this time you became interested in what was going on there.

I would like you to tell us what you found in the Steadman School and other Park Hill schools and what you did about it and what resulted from your findings.

Mr. Thomas. I think my interest goes back before my children went to Steadman School. When I moved into Park Hill in 1959, the major churches in the area were laying plans for the acceptance of minority families into that area. That is what it amounted to.

I became a member of an organization at that time called the Park Election Committee, and I was chairman of the school and subcommittee, and because of this activity we became involved in what was going on in the schools generally in the area.

We engaged in such activities as monitoring the local junior high schools so we could determine what were some of the concerns of the junior high school principals, and then taking those concerns to the Board of Education as private citizens in the area.

We became concerned over the Board of Education's authorization of the building of a new junior high school as Mrs. Noel testified, because simultaneous with the authorization of the building of that junior high school, the Board manipulated the zoning so it followed down a narrow section of streets to make sure that school would be a minority the day it opened.

It was these kind of things that made us more and more concerned about the attitude of the Board of Education and we became more and more interested in what was actually happening.

I had three children who went through Steadman Elementary School. They were three years apart. When the oldest child went through that school, the school was predominantly white, the academic standards were extremely high.

At that time, Smiley Junior High School and Steadman had excellent educational reputations. Academic expectations were high for the children; the schools were demanding of them; they had all of the materials they needed to work with. We had what we thought were the finest teachers in the city. But we did not see what was slowly happening in the schools, especially in Steadman.

Three years after my youngest child went through Steadman, my second child entered Steadman. We noticed that the academic requirements on that child was not as stringent, not as specific as they were for the previous child.

We immediately assumed that it was because she was brighter than her brother. My wife kept papers, as most parents would do, so that she could compare the major projects and tests that the children were taking from time to time in the school, so we had a pretty good index as to what was happening in the school.

We noticed simultaneously that many of our teachers were being transferred or promoted and we felt proud of that, that we had such good teachers in this area that they were thought so highly of that they would be moved to better jobs.

We didn't realize this was part of the erosion process; we now recognize that it was.

By the time the second child went through Steadman it was not quite so predominantly white. By the time the third child went through Steadman three years after that, he was in the first half of the sixth grade and not required to do anything but print with a pencil. He was in sixth grade He was not an educational problem. None of my children were academic stars, but none of them were at the lower end of the scale, either. They were average American children with average educational skills.

I continually went to the principal to try to find out what was the difference, because by the time the third child went there, Steadman was now predominantly black. The teaching staff had changed completely, just about. It was a different principal. There was just no positive response, none at all.

Every time I would go to the school, we would be shown the results of the triennial tests that were given. And the triennial tests, as I recall, measured the children's ability in about 8 different academic areas, if you can call it that, paragraph comprehension, reading, spelling, arithmetic computations and so forth.

They would trot out these statistics to show on a bell curve how the children in the school fared. They would match this bell curve statistic to those for the rest of the elementary schools in the city, and in turn they would match this with the national standing of elementary schools, and you could superimpose one curve on another and you would have one line.

But this didn't seem logical to my wife and me because we had seen the deterioration of academic expectation in the Steadman School. We knew it just couldn't be.

Well, after much meetings in the community and discussions with all sorts of people, we finally found—we tried to find out what should we ask the school system to produce, what evidence should be get out of them to confirm our suspicisions.

So someone finally told us—I forget who told us—what to ask for. When they did, I went to the school district, asked for a public meeting at Steadman Elementary School, so we could get an interpretation of the triennial test results.

A public meeting was called. The school was packed. We were again shown, this time in color 35 mm slides, the same statistics. Finally, I asked them to show us those statistics without the—I think they were called compensating weights.

What had in fact happened was that the school district, as I understand it, had manipulated the statistics or adjusted the statistics so that the great number of children who scored low academically, their scores were adjusted upward.

The few children who scored very high in the Steadman School, their statistics were adjusted downward. So it was a meaningless fraud. That is what it amounted to.

Incidentally, the man who showed us those statistics, he was transferred to another school; he was transferred away from the central administration and he stayed at his other assignment, as I recall, until a new superintendent came into the district.

We then tried to go to the—I don't know if I am going beyond where you want me to go.

Mr. Glick. No. Please proceed.

Mr. Thomas. We then tried various means of getting some kind of understanding regarding equal educational opportunity. This is all we were asking for. We were never asking for busing. This became the school system's defense to our charges more than anything else.

All we were trying to find out was why the educational environment was deteriorating in our schools and our part of town.

We had a lot of responsible citizens who were not rabble rousers, were concerned over the education of their children and were trying to get at the basic problem to determine what, if anything, could be done.

Through the years, almost nothing was done.

I served on that second council. I remember only one or two of the recommendations, and only those vaguely because there was so little emphasis given to commitment by the school district.

I took a group of citizens to the Department of HEW, to the Office of Civil Rights, to file a complaint. That eventually was unsuccessful.

Mr. Glick. What kind of response did you get from HEW, Mr. Thomas?

Mr. Thomas. Oh, got a very interesting response. When we went in, the people who went into that meeting was a group of very responsible citizens in the area. It was an integrated group. We had wall charts showing the statistics we had gleaned from the school district's files to show the differences in the treatment of various schools in the city, especially those in our neighborhood and so forth.

HEW felt that we had a very good documented case. That was the impression given to us. But a short while later—in fact, a short while later I was called by the regional office of HEW and informed that we could also bring a complaint under Title 4, I think it was, of the Civil Rights Act through the Justice Department.

We went out and found the right kind of complainants and brought that complaint. Nothing ever came of that, either.

Then we got response from HEW that the national office had determined that they could not investigate complaints of discrimination in education of school systems of more than 60,000 pupils, and Denver had 96,000 or thereabout at the time.

When that fell through we banded together, lawyers in the area became interested, and we began to put together a case through the federal courts.

Mr. Glick. So that you received no satisfaction from any unit of government, and it was only as a last resort that you went into litigation?

Mr. Thomas. That is right.

In fact, I eventually was hired by the Office of Civil Rights, and I would say harassed by them because of my participation to the extent that Judge Doyle had to say from the bench that if anything happened to me he wanted to know about it, because I wrote him a letter about the Denver school situation in which I made recommendations.

Mr. Glick. Thank you.

I would like to turn to Dr. Bardwell.

Doctor, you were deeply involved in the litigation known as the Keyes case, which has been up and down in the courts so many times.

You approached it as a person who also had children in the schools and you knew what they were like, but also from a scientific standpoint, statistical standpoint, and you did a thorough investigation of the conditions in the schools.

Would you please describe for us what you found in preparing the litigation?

Mr. Bardwell. Let me back up a little bit. I think that might be helpful.

The reports that were prepared by the Denver public schools in—the study reports mentioned by Mrs. Noel provided a springboard for suggesting that the Denver public schools needed to give some attention to the desegregation of the schools. And in looking at those reports and seeing the reaction of various authorities to those reports, it became apparent that something would have to be done.

I got interested in the so-called technical side of the Keyes case as early, perhaps, as 1966, in conducting a population study of Park Hill and the population trends which showed that, for example, in 1960, that there were as few as 500 black residents that were east of Colorado

Boulevard, and that by 1966 that population had increased to around 12,000.

That is a very, very rapid shift of the black population to a particular section of the city. That report became a very important part of the Keyes case because it allowed us to show how the attendance zones had been shifted, depending upon where the shifting of the black population took place within Park Hill.

But in preparing our evidence in the Keyes case we tried to enlist the help of a number of agencies, for example, the State Department of Education. We wanted to get the city involved. We would like to have the Justice Department help us out, and when it came right down to it, it was "you fellows go ahead and go it alone."

That is precisely what we did.

It required that as citizens we undertook a very heavy responsibility, probably covering about a year and a half of compiling very detailed statistics on every aspect of the school's operations, compiling a history of our school system from its very beginning, of attempting to trace the movement of black people and Chicano people in the Denver public schools as early as we could find the information.

It required going through literally thousands of pages of school board notes, of documents, in order to establish a case for the plaintiffs which, in effect, was the segregation of the Denver public schools.

In order to do that, I took a sabbatical from the University of Denver in order to work on that case.

MR. GLICK. Did you prepare a desegregation plan as a result of your investigations?

DR. BARDWELL. Yes.

Not only did we furnish all the detailed statistics for the plaintiffs' case in the Keyes action, but we also submitted to the court several desegregation plans, some of them based upon simply a mechanical shifting of students from one part or the other under a system called "remedial programming."

We also prepared several other plans that were actually submitted to the court at the time that the court was willing to listen to plans for relief after the action had been decided in favor of the plaintiffs.

MR. GLICK. But these plans were eventually not accepted by the court?

DR. BARDWELL. No. In fact—no. I think that is the best way to put it. No.

MR. GLICK. Now, I would like to turn to Mr. Southworth, if I could, please.

Mr. Southworth, you have been active on the scene involving the Denver public schools as a member of the Board of Education.

You were a resident of Denver during the late '60s that we are now discussing, and continue to be so.

Would you please tell us how you personally participated and what your views are of the same situation

Mr. Southworth. Yes, Mr. Glick. we have heard described by other witnesses this morning?

First, I would like to have an opportunity to begin my remarks, my response to your question with a—with some statements of observations that I have about this hearing.

I think that the Chairman, Mr. Flemming, has set the tone of this hearing in his opening remarks, and I was particularly astonished that not once in those opening remarks was the importance of education mentioned.

What was mentioned as the most important issue was social reform, desegregation. And I think that the commission sets the tone of this three-day hearing as one of justifying social reform in the City of Denver and elsewhere in this country, and not even recognizing the original objective of desegregation, which was better education.

And I think that school boards in this country are created for the purpose of getting the best education they can for all of the youngsters within their districts.

It is not the responsibility of school districts, school boards, to change society. Now, I think the rhetoric that you are going to produce here for three days is a review of what is already a matter of public record, what is already a matter of testimony in six years of federal court cases pertaining to the Denver situation.

What I think you ought to be talking about is proving that the two-year citywide racial balance program in Denver has produced increased educational achievemnt. And if you can't prove it to the American public beyond the shadow of a doubt, then I think you ought to admit that it is a failure.

I personally don't believe that there is a shred of evidence in this country that proves that busing to achieve racial balance obtains better educational achievement for minority or majority youngsters. That was the original objective.

Mr. Thomas has stated his original objective was founded in better education for his youngsters—and he so stated this before the Board of Education during the period of time that I was on the Board—not being motivated in transporting youngsters around the city for another purpose, but only to obtain better educational opportunity for his youngsters.

And I think that ought to be the case for the Civil Rights Commission, instead of trying to justify its position and the position of the federal courts.

Mr. Glick. Mr. Southworth, I can assure that we are going to, in the course of this hearing, examine the Denver public school system very closely from the standpoint of equal educational opportunity and the quality of education that is offered by the public schools.

But I would like to ask you, since you mentioned that Mr. Thomas appeared before the Board of Education while you were a member with a request that the educational opportunity which his children and other children in his neighborhood were being offered be improved or made equal to that of the rest of the schools, what was the response of the Board of Education to that request?

Mr. Southworth. Mr. Thomas' statement before the Board, as I recall, was a rehash of his original entry into the issue, pretty much as he stated here this evening—or this morning, and not a request at that time, but a statement to the effect that we weren't asking for busing, we were asking for better educational opportunity.

Mr. Glick. Did the Board respond in any way to create that situation of better educational opportunity in the absence of busing?

Mr. Southworth. Yes, I think the Board of Education clearly, as a matter of public record since 1969, did respond wherever it was allowed to devote its time and energy to the direction of increasing educational opportunity.

During that six-year period, one of the major resolutions that the Board did adopt was a voluntary open enrollment program for the city as a whole, which was predicated in furthering integration of schools.

You could volunteer as long as you were leaving a predominantly minority or majority school and going to a predominantly minority or majority school.

There was at the beginning of the six-year term, beginning in 1969, there was a considerable amount of interest in that program by proponents of busing, forced busing, on the basis that they were sincere in trying to make that situation work, until the matter of the court case was filed in the federal court system.

Then the interest in making a voluntary program depreciated considerably, because the volunteers were simply told—I believe they were told that our best chance is in the federal court system, and that if we make a voluntary program work it will depreciate our efforts in the federal court system. That is my personal opinion of what happened.

We got up to about, I think, 1800 youngsters that were voluntarily transferring from one school to another with the basic objective of increasing integration in those schools, both the sending and the receiving school.

Another positive, I think, that the Board of Education did accomplish in that period of time was the passage of a bond issue.

The Board of Education prior to 1969 had so lost the trust of the public that the public wouldn't support them in anything. They hadn't been able to pass a bond issue since 1956. We were able to pass a bond issue in 1971 by nearly 3 to 1, for the first time.

We had coupled that bond issue with a pay-as-you-go program which totaled about 29 projects, as I remember, including the construction of new junior high schools, construction of new schools where there weren't any schools, two elementary schools in Montbello. They never had a school there. All of those youngsters were bused out just to get to school.

The Career Education Center at 26th and Clay is a new part of that effort. Half of the projects were replacement of older schools in the target areas of Denver.

I think there has been an extremely valid accomplishment in that area. These were things that were done during the period. We embarked upon trying to accomplish better educational programming and packaging. We accomplished for the first time in history west of the Mississippi a three-year labor contract with the teachers in Denver, which is an extreme success and is now being duplicated in other districts.

I think there very definitely was efforts to accomplish better education for all youngsters.

Mr. Glick. Thank you, Mr. Southworth.

I have no further questions Mr. Chairman.

Chairman Flemming. Commissioner Freeman?

Commissioner Freeman. I have no questions.

Chairman Flemming. Commissioner Rankin?

Commissioner Rankin. I have no questions.

Chairman Flemming. Commissioner Ruiz?

Commissioner Ruiz. I believe you stated it is not the purpose of the Board of Education to make social reform?

Mr. Southworth. Yes.

Commissioner Ruiz. Is not educational achievement an element of social reform?

Mr. Southworth. Well, I don't know whether it is or not, Mr. Commissioner.

Commissioner Ruiz. Give us your definition of social reform, please.

Mr. Southworth. I can't.

Commissioner Ruiz. Thank you.

Chairman Flemming. Commissioner Horn?

Vice Chairman Horn. Mr. Thomas, during the period your three children were attending the Steadman Elementary School, could you describe the socioeconomic class change of the neighborhood that occurred during that period?

Mr. Thomas. Yes.

I moved into Park Hill in September of 1959, and the community was predominantly white, predominantly—well, it had a wide range of socioeconomic groups. The southern extremity of Park Hill, there were very expensive homes at that time, selling in the area of as much as $100,000 in 1959.

The further north you went in Park Hill, the more modest the homes became.

So we had a wide range of socioeconomic groups in that community, and it was reflected in all the schools in the community.

Vice Chairman Horn. How did that change over the period when your third child was in the sixth grade and they were talking about printing rather than writing?

Mr. Thomas. By that time a number of the larger homes—most of the larger homes are still occupied. But in our group we also mounted a special project to change the zoning and make it highly restrictive in order to prevent blockbusting tactics by realtors to be effective.

We had—I think it is a 400 square block area rezoned to R-O, which means a doctor can no longer put his name on the wall of his home. We did that so that those larger homes would not become cheap rooming houses. We wanted to preserve the integrity of the area. We ran into the wrath of many groups around the city because of that, but I think it is because of that that Park Hill still is to a great extent an integrated community because what happened, in fact, is that young affluent whites struggling up the ladder knew that the best real estate bargains in Denver in well-built homes and the most convenient area geographically to both the airport, downtown and shopping centers were all right there.

And they began to move back in to some extent.

Vice Chairman Horn. What I am trying to get at for the record is, would you say that an economic social middle class that we could perhaps define for the sake of argument—I realize this varies—as a family income of roughly $10-, $12,000 a year to $30,000 a year, would you say that that economic group has changed in that area over this period we are talking about of the 1960s until now, a 15-year period?

Mr. Thomas. I think so.

Vice Chairman Horn. In what direction has that changed?

Mr. Thomas. People have more modest means have moved in to a great extent.

Vice Chairman Horn. All right.

Because one of the things that concerns me . . .

Mr. Thomas. Pardon me. These are people of more modest means who are still career-wise moving upward; do you follow me?

Vice Chairman Horn. Okay.

Are they high school educated, college educated?

Mr. Thomas. In my view, I would say that many of them are college educated.

Vice Chairman Horn. One of the things that concerns me in some of these shifts in housing patterns, because of the economics of poverty, that people only have available certain types of housing often occurring in the older portion of the city, et cetera, is that the people because of economics that move in there have not—the parents—had the advantage of education, therefore there is a different home climate in terms of their children going off to school. And obviously, that is quite different from your own background as a member of the economic middle class in the United States.

I am trying to . . .

Mr. Thomas. Thank you.

Vice Chairman Horn. I am trying to get the effect that has on classroom performance.

Mr. Thomas. Perhaps Park Hill is unique, I don't know.

The Supreme Court has said they had to prove it was unique. I am not sure about that.

But I don't think my attitude in Park Hill about the education of my children was atypical at all. I think no matter how poor the family was in the Park Hill area—and we had some poor families—in fact, we had long discussions with the Welfare Department about funneling in welfare families to Park Hill.

But the concern even by welfare families was still there.

Vice Chairman Horn. You are saying generally, be they white or black, people in that area even if they hadn't had an education had a commitment to education?

Mr. Thomas. That is right.

Vice Chairman Horn. Now, let me get at another point here.

You mentioned your third youngster in the sixth grade. One of the things we always have difficulty with is separating cause and effect. And if teachers are requiring people to print in the sixth grade, sometimes it isn't due to a changing composition of the neighborhood, but it might be such matters as television and its whole influence on the youth, where we no longer read as many books as we used to.

Is there any of that that affects that situation?

Mr. Thomas. I don't know about other people, but my family is a book-oriented family, and we were in and out of that school enough for the teacher and principal to know that we wanted something more than printing in the sixth grade.

In fact, we became so frustrated that I went to a public school board meeting and said since we can't force you, we don't have the political or economic or social clout to force you to do us right in our schools, I said I want my child to go to the schools where your children are sitting members of the school board because I know you have siphoned off the good teachers, taken them out, you got all the best of their education materials out there and I want my child to go to one of those schools.

In fact, the last half of sixth grade, he got on a bus and went. That was the only reason.

Vice Chairman Horn. Did they ever give you even a reasonable answer as to why printing was the route they were taking for sixth grade?

Mr. Thomas. I don't know if it was the route they were taking, whether it was conscious or not. I just knew it happened.

Vice Chairman Horn. Let's get back now to Brown v. Topeka and some of the inferences made from that and some of the comments I read in many of these desegregation discussions from city to city.

One of the points that is made by some is that, well, you can't really have equal educational opportunity unless you have desegregation where blacks and whites co-exist in the same school.

And there are two reasons for this. One, the argument is made that this aids in the cognitive development and it also aids in the human personal development, both of which are responsibilities of the school system. The school system is not simply there to add to subject matter learning. It is presumably there to improve citizenship of those who attend the schools, their function in society, so forth.

What are your feelings as to the situation as to the degree to which learning occurs as a result of black students and white students studying together?

MR. THOMAS. I don't think that education of the whole person is possible in a segregated school. We don't live in a segregated society to a great extent. My kids have to compete with your kids out there in the greater world. They are not going to learn to compete with them if they don't start in the classroom.

My children have to know when they sit in the classroom with your children that your children are not any smarter than they are. They may have additional economic and social standards that makes it appear so, but if my children have the potential, they will do as well as your child in the classroom.

I think it is important for my children to know that when they enter that classroom. There is a competition for life and I want my kids to be equipped to enter that competition and do well.

VICE CHAIRMAN HORN. Do you find that under this decision of the court, that we are getting desegregation within the classroom and not simply within the school?

As you know, in many areas you can have a desegregated school system, but they are still segregating students in the classroom.

MR. THOMAS. I think in Denver that is spotty. I don't think it is occurring evenly.

In some schools there is desegregation in the classroom and in others there is not.

CHAIRMAN FLEMMING. Commissioner Saltzman?

COMMISSIONER SALTZMAN. Dr. Bardwell, in your work on the legal preparation for the Keyes case and your own experience with this, I wonder whether you could comment that perhaps there are two issues which have to be differentiated.

The first is a constitutional issue which guarantees equal educational opportunity to all children. And the second issue is educational achievement.

Now, the first constitutional imperative the school board and the political community and the city in general are properly required to pursue by the constitution.

The second issue of educational achievement is being equally a valid and significant area of concern for the American community, but must be seen apart sometimes from the first, and cannot proceed in any way as to negate the achievement of the first.

Dr. Bardwell. I would agree.

Do you want me to comment on that?

Commissioner Saltzman. If you will.

Dr. Bardwell. The problem that we had as plaintiffs—and certainly this concerned the evidence that was in the case—concerned whether or not there was a constitutional infraction, whether students were being segregated in a purposeful way, and we apparently demonstrated that the Denver public schools was doing that and had been doing it for a very long time.

The evidence also showed that at least if we could make a so-called cause and effect relationship, that the segregation of students in Manuel and— and particularly some of the more crucial schools that I think convinced the judge that perhaps we were a segregated school system, that the students were achieving at a far lower level than other students throughout the district; in addition, that the teachers that were put into those schools had less experience, they were younger.

The attention, in effect, given by the school district to those schools in which segregation occurred, the court had been shown that they were getting less of the educational pie.

Whether or not that also suggests that there is—that contributed to lower educational achievement, we simply have to say that the correlation must stand on its own weight.

It would seem to me, also, that when we devise an educational plan for righting those wrongs, that it ought to have also—go toward providing equal educational opportunity, at least on the basis of the information we have up to this point, that the education of all children takes place best in a desegregated environment.

Given that, then the only way I know to desegregate students within our urban environment is to use some kind of transportation method.

Apparently, the court feels the same way.

Commissioner Saltzman. Thank you.

Commissioner Rankin. I just want to comment as one professor to another than I appreciate your taking your sabbatical leave to work without any subsidy from the government or a foundation. That is a real love for learning.

Chairman Flemming. Mr. Thomas, if I could just ask for your comments on one point.

In response to Commissioner Horn's inquiry, you indicated that you felt that desegregated education does help to prepare the various members of the student body for the competition which they are going to confront after they leave the school system.

I, of course, concur in that judgment on your part.

Do you feel that desegregated education also helps to develop an appreciation of the achievement of the various worlds from which the members of the student body come?

And do you also feel that it resulted in preparing members of these various groups or various worlds for working with and helping one another as citizens of this nation as contrasted with simply confronting one another?

Mr. Thomas. My answer to both questions is yes.

And I think we in this country are missing a bet. We have a great diversity of cultures in this country under a central government, so to speak. In fact, I regard it as a sort of laboratory for the world.

It seems to me that if we can't make it work here in the laboratory, our diplomats, our statesmen and our other officials won't make it anywhere where they go abroad to defend the country's policies and so forth.

I think the only way things like this can be achieved is by learning at the earliest stages in our own public school systems that we all have to live together, otherwise we are going to die together.

And I am not a revolutionary, either.

Chairman Flemming. Thank you.

May I express to all three members of the panel our appreciation for your being here with us today and sharing with us very frankly your respective points of view on the issues that confront not just Denver, but our nation.

Thank you very, very much.

Chairman Flemming: I think I am going to exercise the privilege of calling the name of the next witness in view of the fact that Chancellor Mitchell served for 6 years as a member of this Commission. It was not my privilege to be on the Commission at the time he was a member.

However, I have learned from my colleagues about the dedicated and committed way in which he discharged his duties and responsibilities as a member of the Commission. There isn't any question in my mind at all but that this is a stronger Commission because of the contributions that he made during his period of service.

I have also, of course, come to know Chancellor Mitchell as a leader in the field of higher education. And he is truly one of our outstanding leaders. I was not at all surprised to learn the judge who has responsibility for the issuance of this order asked him to come into the picture in a role of leadership. I know that this community, as it deals with the issues in the field of desegregation, is a better community because of his leadership.

So we are very happy to welcome as a witness one who for many years served as a very effective member of this Commission.

Chancellor Mitchell, would you stand and raise your right hand?

(Whereupon, Dr. Maurice Mitchell was sworn by Chairman Flemming.)

Chairman Flemming: Welcome. We appreciate very much your being with us and we appreciate so much your continuing leadership in this all important area.

Dr. Mitchell: Thank you, Mr. Chairman, it is interesting to be here on the other side of the fence. All the Commissioners who were serving when I was there look younger and prettier and clearly not much of a physical strain.

It is nice to have you in Denver and see you at work in the areas that are so critical to the future of equal opportunity in our country.

Mr. Glick: Dr. Mitchell, it is amusing and interesting to me that after having sat in front of you at these hearings so many times, I am now sitting across from you and I want to extend my personal welcome and pleasure in seeing you here.

We are, of course, interested in what has happened in the desegregation process in Denver. We had some of the history before the judge's decision so far this morning and we want to go into, with you, the development of what has occurred since the court's order nearly two years ago in which it established a very significant organization called "The Community Education Council." Significant not only for Denver, but perhaps as a guideline and model that might be utilized elsewhere in the nation.

I would appreciate it if you would tell us what the Council is like, what it does, what your role in it has been, what your expectations of it are, how it has related to the Department of Public Schools and to the court and whether you think that it might possibly become a permanent body or should someday no longer be required.

Dr. Mitchell: Well, Mr. Glick, that is a very large question, and I hope the Commissioners will feel free to interrupt me as I try to respond to it.

Let me say first, I think Judge Doyle showed great wisdom in building into his final judgment and decree the provision for a community watch to observe the implementation of his decree and report to him on what it says and to give it the other functions he has given it.

The Community Education Council, as you know, is provided for in Section 13 of the judge's decree and order of April 14, 1973, I believe. What it provides for is that a community of citizens, a committee of citizens, a cross-section of the community representing a diverse city of interests, be assembled and that Commission be given the following tasks:

First, to try to coordinate the activities of the voluntary agencies of the community on behalf of the implementation of the decree of the court.

Second, to advise the citizens of the community as to the need for the decree and the nature of the decree so there would be no confusion about what the decree calls for and why it was produced in the first place.

Third, to provide for the communication from the schools and from elsewhere to the Council itself some pathway for recommendations for improving the decree or for improving activities in the schools taking place under the decree.

Finally, of course, the monitoring of the implementation of the decree itself.

The judge's order did not contain serious or extensive suggestions as to the composition of the decree, of the Committee, but it did appoint its initial membership of 43. They consisted essentially of an interesting cross-section of citizens of the area. A couple of university presidents or chancellors, a number of lawyers, the League of Women Voters was represented, the Chamber of Commerce of the City of Denver was represented, members of the business community were there, the head of the teachers' union was on the Commission, a number of representatives of the clergy, the parent-teachers association; the kind of cross-section one would hope would become immediately involved in the successful implementation of a decree of this magnitude.

The group met and established its own organizational structure. It provided for a chairman; it provided for a series of committees, each of them assigned to the various tasks specified by the court order and by the judge's decree.

The Committee chose me to be its chairman, by the way. The judge appointed me simply to be the presiding officer of the first meeting. The committee, therefore, is responsible for selecting its own chairman and its other officers.

The Committee agreed at the outset that it would have no closed meetings. That all of its meetings and all of its documents would be open. The feeling was that in the first place, this matter was of such concern and so susceptible to the dissemination of rumors that closed meetings or activities of a monitoring commission of this kind which were conducted in secret or appeared to be could have unfortunate consequences.

So from the beginning, the public has been invited to every meeting we have held, all our files have been open, all our correspondence is open. If somebody calls me up and talks about the council and says anything, I write a memorandum and put it in the files and those memoranda are disseminated to the members between meetings or they are open.

Press are invited to attend the meetings. I must say the Denver press has taken advantage of that and some members of the press have, in my opinion, never missed a meeting, always been there.

In our moments when there is a situation like this, there is hostility expressed by certain groups and those groups have attended our meeting and they have had access to our files and the reports of our monitors.

So the Commission is operated on a purely open basis.

Its basic structure is this: it has an executive committee consisting of a number of members, generally the chairman of the key committees as well as vice chairman, and its secretary. The primary function of that group other than the operation of the council by the way, the Council meets frequently, a passage of two weeks between meetings is considered extreme and the passage of two days between committee meetings would be most unusual. So the Council is a working citizens group.

The executive committee or liaison committee as we called it in our first year, was assigned to the task of communicating with the superintendent of schools. We saw early the problem of turning 43 people loose running around in the headquarters of a school system and felt we should systematize and organize the manner in which we dealt with the school system.

Then there are, of course, terribly important monitoring committees. There is a chairman of the overall monitoring effort, and then there are monitoring subcommittees, one for the secondary schools, one for the junior high schools, one for the elementary schools. Each of the chairmen of those subcommittees is responsibile for requiring and directing the efforts of and to some extent training monitors in the areas of interest or who covers.

I should say as an aside that a monitoring group over a period of almost two years has developed a very effective and extensive process for the training of monitors. Since the Council is not big enough, its membership of 43, or this year something in excess of 60, to monitor over 120 schools, it was necessary for the Council to go outside and secure monitors.

After some scuffling around with the school superintendent and other associated problems, we were given permission by the judge to recruit and appoint our own monitors. So we now have in addition to the some 60 members of the Commission in its second year, about 200-and-some-odd monitors to cover the classrooms of the schoolhouses in the City of Denver trying to perform the functions I have earlier described.

In addition to the monitoring committee, we have an information committee. Its job is to try to provide for the press and for other interested groups sufficient information about the activities of the Council and of the activities taking place under the decree so that the community can feel that it can be informed and that in some cases it had been informed.

Early in the proceedings this group, for example, met with the management of the Denver press by which I mean all of the radio and television stations as well as the newspapers and neighborhood papers, and we tried to indicate to them the nature of the task we had in front of us as we saw it.

And we solicited their help in dealing with the kinds of explosive issues which can occasionally grow out of the early days of a school desegregation situation. They have been tremendously helpful and one of the things I should say is that councils like this, groups like this cannot function unless they are understood by the communications media and we have been very fortunate here in the fact that the media has been understanding, has not felt that it had to be uncritical, and we have not tried to make it uncritical, but has felt that it understands what is going on and it has covered the activities of the Council.

In addition to those two committees, we have had a special committee to deal with a special feature of the . . . I think I stopped at the point where I said one of our committees deals with an aspect of the judge's decree that is now in the process of being changed.

That is the bilingual-bicultural requirement. This is an important feature of the judge's decree and has been an important part of the work of the Council.

The court order provided that a particular kind of bilingual-bicultural educational situation be developed as a part of the requirements placed upon the school system under the court's decree. We found from the beginning that this was a very difficult thing to monitor and that the school board and school administration took perhaps the least enthusiastic view if one can compare a lack of enthusiasm on any useful scale of this particular requirement.

So we have had a bilingual-bicultural committee which has taken special interest in this area, although we have also monitored bilingual-bicultural requirements in the monitoring committee.

We have had finally among other committees one on transportation which I must say was much more important in the early part of the operation as the problems of bussing and safety in the bus were felt to be possible sources of problems under the decree.

Finally, we have a committee which deals with the coordination of the various voluntary agencies.

So I say we meet generally every two weeks. We have met every week. There are occasions when we are meeting more frequently than that and sometimes we have met less frequently, but some committee is meeting some time almost every day of the year.

Now, the question has been raised as to how much money has gone into this. The court has provided that such secretarial and staff personnel and facilities as are necessary should be provided to the Council by the court. By the school district, rather.

The Council members early on came to the conclusion that what was most likely to make this kind of thing work would be personal involvement and not the situation in which a council meets once in a while to see what the staff is doing and exorts the staff to do better and shakes its fist and makes printable or quotable remarks and then goes home.

So all of us made this a major portion of our personal commitment to Judge Doyle and to his decree. We have one employee, a secretary. She is provided for us by the Denver School System. Her office is provided by the University of Denver, in back of mine in the administration building on the University of Denver campus.

The system is not charged for availability of the telephone, in fact, I don't think we charge her for the telephone, we don't charge her for any office services performed or janitorial services.

I guess all the school system pays for in addition to her salary is the per copy cost of Xeroxing or otherwise reproducing materials to disseminate among the members of the Council. This runs to $2- to $300 a month.

This extensive activity costs the Denver School System about $3- to $4000 a year. I should be surprised if it was that much, although it may have been slightly more in the beginning stages. Now that is different from the major staff overhead and expenses we have seen elsewhere.

A number of people have come to Denver to examine the procedure, by which we operate, have gone home and somehow transferred what is happening here to highly paid staff directors supported by staffs and elaborate facilities and so on.

I repeat that I think it is an accurate thing to say on behalf of my colleagues that what will make this kind of thing work among other things is that the people involved in it are for real, that they are there, they are people who live in the environment in which these problems take place and were associated personally with the kinds of concerns that make good solutions possible.

Though the Council has a general requirement from the judge to report to him, has no specified reporting sequence but it has regularly reported to the judge in a series of letters which I hope your staff would examine and would hope this might become part of your record.

What we have dealt with as one would expect are those areas of the court order in which there has been a lack of compliance, a demonstrated unwillingness to comply or in which compliance has been so slow or ineffective as to be meaningless. In addition to which address those types of problems which inevitably take place in a dynamic society in which what existed at the time of the court order may not be the situation some ways down the road.

We have had, as I say, a number of meetings with the superintendent of schools. These have been interesting. The superintendent is under great pressure as any superintendent would be when a change like this takes place, and himself fairly outspoken in his feeling that the decree was not the one he would have written, had to learn as we had to learn, how to relate to this Council and to the court order, and in the early days of his experience, this was a reasonably abrasive situation and the school system felt that there was a great danger that a Council like this might start up trouble and there could be unhappy outcomes for the school district.

I saw no evidence of that ever taking place, by the way. I think it is generally assumed it didn't. But in our early conversations with the superintendent, we did deal with terribly difficult matters. We raised questions about the bilingual/bicultural programs, we raised questions about the assignment of teachers, how the district felt that it was complying with the court order by its assignment of teachers. We raised questions about the application of discipline, we raised questions about the quality of the in-service training that the school district was required to implement in order to provide a sensitivity among teachers to the special problems of school desegregation.

We raised a number of questions about what appeared to be the indifference of the school system to certain outcomes such as parents who refused to obey some of the bussing requirements in the decree. We raised some questions about a cluster of parents who suddenly discovered that they were Indians and therefore exempt from certain requirements of the decree when in fact there was a suspicion that they were not Indians.

We raised questions about the school district's willingness, either the school board or superintendent of schools, to pursue some of these matters in a way that indicated they really felt a serious responsibility. Under some conditions when there was no satisfaction forthcoming from the school superintendent we would advise the judge. The judge held a series of hearings in which members of the Council provided him with information and in which the plaintiff and defendant in this action, represented by the counsel, have come together and adjusted their behavior so the judge's desires and understanding what the decree required were honored in fact.

The Council is now in its second year. It is moving toward the conclusion of that second year. As you know, the judge's decision has been appealed, first to the Court of Appeals, then to the Supreme Court.

The Court of Appeals set aside some aspects of the judge's decree while upholding the main body of it. The Supreme Court has refused to consider the matter further.

I think this situation now is beyond running back and forth to the courts. A very happy outcome in a sense because it at least eliminates the grudging actions and compliances with the court order which are sometimes characterized by observations that, well, maybe we better wait until all the appeals are ended.

Appeals have now ended. This leaves open the question of what happens to the mechanisms operating under the court order. I can't answer that.

I think it is unlikely that Judge Doyle will spend the rest of his life calling hearings every so often to see how the plaintiff and defendant are behaving. The law is now the law. It is on a piece of paper. Everyone can read it and abide by it.

By the same token, I suspect that the Council at some point in the future is going to have to decide or will feel, or that the general feeling about the Council will be that it should not continue to operate as an arm of the court but that it should operate as an arm of the community.

It is in the end the citizens' responsibility to enforce its own laws and supervise their enforcement. The school system is required by the present law to engage in certain kinds of activities to eliminate discrimination and deprivation of equal opportunity, and I think that in some future period, possibly a matter of months, surely not much longer than a year or so, the Community Education Council provided for under the judge's decree will be a Denver operated Community Education Council. What its auspices will be I cannot say.

But this seems to me to be a reasonable assumption about the future of the Council.

Mr. Glick: Doctor, just one question.

Has the Council ever taken a position for or against or in any way discussing the judge's order?

Dr. Mitchell: The Council discusses the judge's order frequently, but the Council is not an advocate body. The Council is not engaged in social engineering. The judge's first injunction to the Council was to remind it that he was not engaged in social engineering and he didn't want the Council to be engaged in social engineering.

The Council is a law—is a monitoring group observing the way in which a law is enforced. Some members of the Council have never been comfortable with school bussing. Some members of the Council are in the opinion of other members a little too vigorous in their personal advocacy. You are going to get that kind of cross-section when you get a citizens group.

But I can tell you as chairman of the Council, it's been my concern and the concern of the overwhelming majority of the Council that we approach the problems of monitoring the court's decree in the spirit of good faith, in the spirit of good will and in a spirit that limits our essential concern to the circumstances under which this law can be obeyed and to identify, I think, for the court those areas in which the law is either not being obeyed or in which trends indicate that activities designed to produce compliance are not doing so.

I know that it is easy to assume that councils like this just join a movement. But this Council does not. As I say its discussions are open, we often are heatedly in disagreement with each other both as to the manner in which the Council should move.

We often are urged by some of our own members to take a very strong and aggressive position with respect to implementation. The Council's communications to the court have been modest and even-handed.

Mr. Glick: Thank you, Dr. Mitchell.

Mr. Chairman, I have a series of communications of reports of the Council to the judge, of monitoring committee reports which I would like with your permission to put together as a package and enter into the record as Exhibit 3.

Chairman Flemming: Without objection it will be done.

[Whereupon, the document referred to was marked Exhibit 3 for identification and was received in evidence.]

Mr. Glick: I have no further questions.

Chairman Flemming: I am going to proceed I think now in order of seniority. I am going to ask Commissioner Rankin if he has further questions he would like to raise.

For the benefit of those here, Commissioner Rankin was appointed to this Commission by President Eisenhower and has been serving every since.

Commissioner Rankin. Chancellor Mitchell, all of us owe a debt of gratitude to the judicial branch of government, do you think, and now it's become time for the other branches of government and the citizenry to take hold and act without court supervision; what do you think about that?

Dr. Mitchell: I don't think there is any question about that. I don't think there is any future in this country if every act of democracy and personal opportunity is dependent upon a policeman's enforcement of your rights.

We are, as you and I both know, in a transition period and it is not an easy one. Many people in this country have never had to confront the real issues of individual rights versus majority rule.

We were brought up in school to think that in a democracy the majority rules. Yet we also know that a majority cannot take your right of free speech away from you, that a majority cannot deprive you of individual rights that our founding fathers when they stated their intentions in the Declaration of Independence and later in the Constitution and Bill of Rights and later in amendments to the Constitution expected that there would grow up in this country a community of people devoted to the dignity of the individual and his ability to fulfill himself on earth.

Commissioner Rankin: Isn't that the basic contribution of your committee, that you're the agency whereby this power and responsibility is being transferred from the judicial branch to the other branches of government and the people?

Dr. Mitchell: That is certainly one view of it. The judge created a committee of citizens, not policemen or lawyers to sit around and nitpick his decision, but a committee of citizens and asked them to tell him how to make the decree work better.

We have now reached a point where it is being run out in the courts and being put in final form. I think if you had the judge here today he would be likely to say he hopes the community will now take over the supervision of its own commitment to individual freedom and dignity.

Commissioner Rankin: It is obvious that any board or committee like yours that makes statements or takes stands on controversial issues is going to be criticized for some things. You have mentioned that the press and news media has been fair. Have you ever been commended on the other hand by the people?

Dr. Mitchell: Yes, I think—you're asking me on a great day. I am getting a humanitarian award tonight.

But there are some groups in Denver that will never give me a humanitarian award. The assumption always is that when one serves as chairman of a group like this that one has much more to do with the events than one really does.

I think that there are enormous personal satisfactions for groups like this and the work they do. The press has commended the Council. Some people have cussed it out.

Commissioner Rankin: These monitors that work with you, I think that is great to have this contribution by them. They should be commended. I would like to do it, if you haven't gotten enough, I would like to give you some more.

Dr. Mitchell: Yours is a very high quality commendation, so I accept it on behalf of my colleagues.

Chairman Flemming: Mrs. Freeman.

Commissioner Freeman: I would also like to join my colleagues in an expression of our delight you're here and congratulations at you getting this award.

I want to speak of a concern that I have concerning the "anti-busing rhetoric." Much has been said, and I agree, that anti-bussing or, "forced bussing," is not the issue.

The concern, however, is the extent to which this may be used as a kind of diversionary tactic to divert the attention of a lot of people who really don't know any better from what is the real issue.

I wonder if you could give an evaluation and assessment of what it is that can happen if we permit the diversionary tactic to continue and what could be the result.

Dr. Mitchell: As we both know, the use of busses for the purpose of desegregating the public schools is a very minor aspect of the use of busses for transportation for education purposes in this country in the first place.

Commissioner Freeman: Less than 6 percent.

Dr. Mitchell: Correct. In the second place we know the bus was hailed as an enormous contribution to a better and higher quality education when it enabled a youngster from a single room, dirty floor schoolhouse out in the countryside far from a big city to come into the big city and go to its big city high school, its elaborate laboratories and its better preparation.

Commissioner Freeman: That is still happening.

Dr. Mitchell: That is still happening. Transportation to a school for the purpose of improving the quality of education is very common and indeed is one of the essential elements of the American educational system outside of the solely urban areas.

We also know that what I have said in the first place is true, that the biggest objection to bussing no matter how you slice it is who is on the bus. I consider that to be an expression of bigotry. And racism and simple prejudice.

If we cannot operate our country so that who is on the bus is not the consideration, but what happens when you get off the bus is the major consideration, then we shall have to give up a great deal of equal opportunity that has been developed under the sequence of laws that moved us from Plessy versus Ferguson to the Brown decision. I think there is where the breakthrough lies.

You will notice that the major political figures from one end of the spectrum to the other have washed their hands on bussing. You can't find a candidate for president who will stand up and say a good word for bussing. Not one. In the bicentennial year of our country you cannot find a man who seeks the highest privilege that a person can enjoy in this free society who has a constructive alternative to integrating our schools by the use of bussing. Not one. Not the incumbent, not people in his own party who would unseat him and none of the people in the other party.

I think there is a moral bankruptcy on a scale that the American people have never really understood taking place, that we enter into another year of the demonstration of democracy through the electoral process in a situation in which no candidate will speak out.

I sometimes think the electoral college needs a PTA and that there ought to be some expression of individual parental concerns as we move towards the situation. If we let this bussing nonsense go on, sooner or later somebody will get a corner loose on the bussing patch and pull it away.

The state legislature of this state to its eternal shame voted a resolution and sent it to the Congress urging them to eliminate busing. I hope that is not our sole patriotic contribution in this bicentennial period, but once bussing goes, then the framework which has opened up the schools to minority students, to young men and women who couldn't have gotten into integrated schools in any other way will begin to disintegrate with it.

Commissioner Freeman: This is part of my concern about it being diversionary because there is some feeling that there is a deliberate attempt to get us back to Plessy versus Ferguson, to get us back to even close to the Civil War.

Dr. Mitchell: Well, all you have to do is read the papers and watch the television news programs and listen to the radio. That is precisely what is being said.

People who say bussing is terrible and are therefore massaging the prejudices of their constituencies are not saying, "I have an alternative." What is the unspoken alternative to let's get rid of busing?

It's let's send everybody back to ghettos, to the core centers of the cities, into the schools in their segregated neighborhoods and think it over. Some things that members of the government have said and members of the Denver School Board have said, by the way, represent a slap in the face to every minority parent and to every minority child.

I don't think our society generally intends to function that way. That it will approve in the end as it has in recent years this kind of behavior.

Commissioner Freeman: The thing that troubles me is whether this is deliberate or whether this is just the flow of some activities—

Dr. Mitchell: Well, the Lord did not come to President Ford in the night and say bussing is bad.

Commissioner Freeman: Thank you.

Chairman Flemming: Commissioner Horn.

Vice Chairman Horn: With your great experience in the past in the media, general manager of a leading radio station in Washington, D. C., vice president of the network, active in films, I would be particularly interested in your elaboration on the role of the media in covering a desegregation situation, as to how you feel the Denver media has performed, then later what your observations are as a citizens, watching television, reading the newspapers about the coverage of desegregation generally in the United States.

Dr. Mitchell: All I know about Boston is that people are running around in the streets throwing rocks at school buses and hitting policemen on the head and vice versa. I am going there at the end of this week and I may take a crash helmet with me.

That is unfortunate because what is also going on in Boston is a lot of education taking place in a lot of fine schools and a tremendous number of dedicated teachers and school people struggling under terrible odds, some of it created by exaggerated coverage.

As a former member of the press, however, I have to say that this poses a tremendous dilemma for the press. I saw this as most university presidents did during periods of student unrest. You can't go on the air and say here is a late flash, the university or Cal State University at Long Beach is functioning as usual today and then show a series of pictures showing students are walking to class.

But when you have a chance to say that those students have just hit the president in the face with a custard pie, that is news.

Vice Chairman Horn: Especially to the president. It happened before I got there, though, I will say.

Dr. Mitchell: Well, you missed a great experience. But that is the dilemma of the press. They are not simply there to report the absence of news, but they are responsive to news.

Now, the challenge to them and one which they are greatly frustrated by when one tries to write it into law as one does the equal rights provision in broadcasting where anybody has a right to equal time providing some other candidate has had some time, nevertheless it is incumbent upon the press and terribly difficult for them to find a way to report these activities with balance.

On the whole I think they are doing a fine job. I think they have the advantage of being able to take your eye off a single scene with its intensity and political impact and to spread it across an entire event and longer period of time.

On the other hand it is hard to argue, when you find out about things first, the electronic media do tend to deliver that scene quickly and that is important to people who cannot read.

One thing none of us thinks enough about is that thanks to our high quality school system nobody can read anymore. Newspapers have to fight a functional illiteracy rate of 17 to 20 percent. That is the number of people who can't fill out a driver's license application in this country.

So electronic media radio and television are becoming the only kind of communication for many of our most deeply affected people. You have to say to the press at all levels that they have really done a remarkable job of covering this. Like the rest of the country, they are learning their way around a whole new set of circumstances, new languages, new visual images, new means of communication.

As I travel abroad, read the papers from abroad, the London Economist has just had to drop to its knees and apologize to Parliament because it discussed a case with the courts before the queen or somebody was ready to let them do it. We don't have those reverse constraints in our society.

Vice Chairman Horn: Let me pursue this a minute. I think our experience showed in Boston that while the local press and media had been fairly responsible and had tried to give the balance of where incidents had occurred that are the traditional conflict situations that makes news, that they have also covered at least to some degree some of the positive aspects that have occurred as a result of desegregation.

But we certainly found as hearings progressed that there were many examples of success stories in Boston that never really got over the people locally and certainly did not when the national media descended on the scene with a minute and a half to show that 6:30 or 7:00 in the evening and therefore, they showed somebody tossing rocks in somebody else's direction.

Now, based on your experience here in Denver, would you say the success stories have been told by either the local or national media as they have covered this situation?

Dr. Mitchell: On the whole, yes. We have had no countervailing violence to attract the press. The one episode that suggested it might be heading to that, we thought they handled quite well. So the press has taken a positive view.

Now there are a lot of people in Denver who don't agree with the court order, don't agree with desegregation, don't like the Community Education Council and want to be heard. They tend on some days to predominate in letters to the editorial columns.

It seems to me sometimes that they are overcovered on television, but on the other hand, I guess that is not the kind of judgment I would want to make. I think there has been a good representation here.

Vice Chairman Horn: Let me ask you, since we have discussed the problem of conflict and your monitoring reports have been filed for the record, could you succinctly summarize the degree to which you think there have been greater incidents of violence in the schools as a result of the supposed desegregation or is this simply a trend that has gone on in the schools for a long time and there is really no change, it just perhaps gets people's attention more now than before, what is your feeling?

Dr. Mitchell: I don't think violence is a consideration in the Denver public schools. I doubt whether it ever has been on any important scale. This is not that kind of a community in the first place.

In the second place, you have to be careful about language. John McKay of the New York University School of Law in a remarkable speech in which he says, "Let's cool the rhetoric," has observed that we have run out of language with which to settle many of our disagreements so we start to hit people over the head.

Children tend to have limited vocabularies and reach for a knuckle sandwich a little faster than adults. That used to be considered normal and healthy when I was a child. You got home, had a black eye, got a spanking and went out and equalized things in the future. We now call that juvenile delinquency and violence, I think that is probably a misunderstanding.

There are some cases where children in different neighborhoods with different ways of solving their problems come together and in the period in which there are adjustments, there are sometimes conflict. But situations with knifings and bodily injury and where schools are incapacitated and have to close down, where there has been a loss of control by school administrators, those cases are almost unheard of here.

Vice Chairman Horn: Finally, could you summarize for the Commission especially since when you served on this Commission the Mexican American study was issued, could you summarize your feelings based on Denver experience as to the success of the bilingual-bicultural program in really serving as a transition stage so that children who are participants in that program can learn to read and speak the English language?

Dr. Mitchell: Well, I think I have to say that although there have been unusual efforts made by unusual people in unusual circumstances that have produced important results in limited situations, by and large the bilingual-bicultural program here has been an ineffective fumbling, weak and inadequate effort.

This is because there hasn't been much enthusiasm for it on the school board, because everybody wants to invent his own system, because given all the things being equal, the school board and administration have seen other aspects of the court order as being more compelling.

That is unfortunate because I should say that the Hispano community in Denver has contributed more by accepting this decree than any other minority community. They have less to gain from this situation in the terms in which they have seen themselves as participants in the community and the great quid pro quo for them I think could have been a broad based and sincere and effective bilingual-bicultural program which not only dealt with the problem of adjustment in spoken language and learning language, but which dealt also with the great confusion about their culture and who they are.

Everybody seeks identity in this world and everybody has a right to look for his identity. And the Hispano citizens of this country who were here before the whole European contingent moved in and occupied the nation in its immigrant years have a splendid heritage.

The roots of many things we take for granted in the southwest come not from Europe but from Mexico. One of the Commissioners, as a matter of fact, has written a book on the subject, Commissioner Ruiz. He speaks of the Mexican heritage of law in the southwestern part of the United States.

So the Hispanic community has a real stake in equal rights in the community and in a desegregated school system. I believe that among a few other loose ends that have never really been tied up, the question of how they have been dealt with and how they have fared with this decree and how they should expect to be treated by the school district and citizens of the community is one.

COMMISSIONER RUIZ: Chancellor, how can that real stake, as you say, be tied up in some way? You said that the court ordered that bicultural and bilingual programs be developed, if I understood you correctly.

What is in the planning stage, if anything?

DR. MITCHELL: Well, you will get that message from the same place I always get it, the local distributor which is the school system. As far as I am concerned as an observer of this program, it has great shortcomings and I think it is essentially lip service.

I don't think you can solve the whole bilingual-bicultural program by singing a few songs and celebrating a few holidays and passing it all off as an inadequate thing. You need teachers, you need school officials, you need top-ranking people in the school system who are at the decision-making level, who are professionals in the classrooms and at all levels of the system. Until you do that you don't even begin to talk to the problem.

COMMISSIONER RUIZ: We have been having some success in the State of California. For example, when I graduated from USC I was the only Mexican-American lawyer. Now in the County of Los Angeles we have 19 Superior Court judges. We have had many success stories with relation to the transition on the matter of bilingualism, biculturalism. You are an observer and you have observed this phenomena.

DR. MITCHELL: Well, we do that at the University of Denver's College of Law, it started a cleo program. We had twice as many Hispano law students as we had Hispano students in the State of Colorado. But you're putting your finger on one of the problems of this whole circumstance we are talking about.

That is the dependency of the school system to be overcome in some cases with good will and therefore unwilling to see failures in the minority student group, to steer many minority students, black and Hispano, away from tough subjects while they are in school.

So you get a graduate from secondary school who really doesn't have the foggiest notion of the sciences, who has been steered away from mathematics, who has been steered away from the tough disciplines and who is highly verbal and at least orally verbal, may even have defects in reading, but who is essentially prepared or essentially so handled that he is out of contention for any requirement that would make him a physician, an engineer, a technician, a scientist. He has to be a lawyer.

I would view the high percentage of minority citizens in law school with my fingers crossed.

Commissioner Ruiz: As you indicated, there are other panels that are going to go into this subject matter. I will not go you further in this particular point.

Dr. Mitchell: Well, you will find that any level, any cultural sequence, if you produce a good education for youngsters in which they feel comfortable ih the world in which they are going to live and work, that any of them are capable of entering society and serving it well in any of the professions.

But you have to make sure that that is what is the outcome of the educational experience.

Chairman Flemming: Commissioner Saltzman.

Commissioner Saltzman: Thank you, no questions.

Chairman Flemming: Chancellor Mitchell, first of all may I say that your description of the way in which the Community Education Council is functioning is one of the most exciting stories I have heard.

I think you and your associates are really making a major contribution through this Council, demonstrating what can be done in involving the community in the implementation of constitutional rights.

The second thing I would like to say that your analysis in response to Commissioner Freeman's question of the situation that confronts us in relation to the so-called bussing issue is one of the most forthright I have heard and I think you know from some of the recent reports of the Commission, particularly our Boston report as well as some others, is an analysis with which we find ourselves in agreement.

This has meant a great deal to us today to have you with us and to share your insights and your convictions with us in this manner. Thank you so much.

Counsel will call the next witness.

Mr. Glick. Mr. Chairman, the next witness is the Reverend Richard Kerr.

With your approval, assistant general counsel, Jack Hartog, will question the witness.

(Whereupon, Rev. Richard Kerr was sworn by Chairman Flemming.)

TESTIMONY OF REV. RICHARD S. KERR, RECTOR, HOLY REDEEMER EPISCOPAL CHURCH; DIRECTOR, PEOPLE LET'S UNITE FOR SCHOOLS (PLUS)

CHAIRMAN FLEMMING. We are very happy to have you with us.

MR. HARTOG. Reverend Kerr, would you please state your name, address and position for the record.

REV. KERR. Reverend Richard S. Kerry, Director, Church of the Holy Redeemer, 2540 Williams, Denver.

MR. HARTOG. Would you please explain for us your affiliation with the organization called "People Let's Unite for Schools," the circumstances which led to its creation and generally briefly run through its purposes.

REV. KERR. Can I briefly start with the fact that I am a Denver native, and that is one of the reasons I am interested in this question.

I was raised in Denver, went through Denver schools and then left for a while and came back. I was called to St. Thomas Church in Park Hill in the late '60s, and I was called for the specific purpose of helping that parish understand something of what is going on in the Park Hill neighborhood and assisting that parish to be positively involved in the matter of the desegregation of the neighborhood.

As it turned out, Mr. Thomas, whom you have already heard, ended up convincing me to help raise a large sum of money, and I eventually got a staff for the organization that was interested in promoting the integration of that community.

Then I left and became the rector of the Church of the Holy Redeemer and had a number of years to observe what was going on in the schools.

Holy Redeemer is about a block and a half from Manuel High School which—if the Commission hasn't heard, it should hear—was the black high school before the desegregation process.

When the Supreme Court remanded the case to the local district court for rehearing on the question of whether or not the entire district should be desegregated, there began a rather vocal campaign of people who were stirring up things so far as how awful all this was, and what it was going to lead to and so forth.

I had a natural interest in what might be the results. I had already seen violence in the Denver public schools caused over racial matters, and I was concerned that there might be violence in the Denver public schools.

I had the good fortune to read the Commission publication, "Desegregation in Ten Cities," so I was aware of what had happened in other cities and what might happen here.

I was particularly impressed with the Pontiac, Michigan, events, when the students apparently finally took hold and told the parents to get off their back and let them get on with the business of education.

I saw a collision arising in Denver between pro and anti-busing forces with an elaborate attempt to radicalize the entire citizenry of Denver to the point that that was the only question that there was: are you for busing or are you against it.

And very early, before the hearing on remand, I began to explore ways that we could indicate that was not the only question, and that we could engage the civic leadership of the city behind another position, let's say.

All of this began to come together. We went and talked with the Bishop of Colorado, the Episcopal Bishop of Colorado, about the possibility of the Colorado Council of Churches leadership which comprised the major denominational executives taking initiative in this.

But it soon became apparent that the questions were amorphous enough that an established group like that probably would not be able to divert its attention to a new situation.

Then the University of Colorado called a community forum on educational issues with particular interest in this desegregation that was going to happen, because by that time the court had found that Park Hill was not exceptional and that the entire district had to be desegregated, though it had not yet at this time issued its orders.

I had originally worked with a large number of people about what could be done and had suggested that one of the things that could be done was to see that a citizen monitoring commission be appointed.

And I agreed to more or less stay out of that area while one of the Council of Churches executives worked in that area with the court, to work in another area of a broad citizen coalition which might be formed that could undertake a whole variety of tasks that would result—would necessarily result from what we saw as the massive reorganization of the Denver public school system, a government which I already knew had a budget at least as large, if I am not mistaken, maybe larger than the city and county of Denver, though most people don't realize that, usually.

I went to the University of Colorado forum and a lot of citizens organizations were there.

In fact, only organizations were invited, and the organizations expressed what they thought needed to happen.

Then it became apparent that that was the end of that meeting, and the people there were champing at the bit for some kind of further work so that we could get a coalition going that would help to see that the issue was not "are you for busing or are you against it."

So I invited everybody at that meeting to come to a meeting two weeks hence, and just invited a kind of representative group of people to act as a steering committee for preparing that meeting, people from the League of Women Voters, the PTSA, the Denver Bar Association, a couple of other groups. I have exact notes; this is kind of dim in my recall.

But we did meet and we decided that we had to have a coalition.

We stated our purposes of that coalition as the following:

Creating a social climate in Denver which will result in humane school communities.

Encouraging the growth of schools as service agencies for children by working toward friendliness and excellence of education in each school.

Three, drawing the constructive support of all Denver citizens for a positive people campaign which will make Denver public schools the pride of the entire community and thereby promote the economic strength of the metropolitan Denver community.

A lot of discussion resulted in the conclusion that because the issue that we wanted to raise was what I call a "remember the children" campaign, that they are on the front lines of adult confusion, adult disagreement with the court action, because it was such a difficult thing to stay away from the question "are you for busing or are you against it," we decided we would have only organizations as our members so that you could not have individuals speaking in behalf of the organization and perhaps getting caught up in this difficult area of "are you in favor of busing or against it."

So we sent out circulars to a large number of organizations, inviting them to join. We mandated that they could join PLUS only if their board of directors has discussed those three purposes that I just read, approve them and approve the joining of PLUS, and so signified through an officer that had power to bind the corporation in a written document to the chairmanship of PLUS.

We had, by the 31st of May—22 groups that were involved in PLUS had done this. At this point, we have 49. At one time we had 50, but one of the groups joined with another group so now we have 49. No one ever withdrew.

We organized ourselves in an attempt to get distinguished organizations as well as community organizations, among them the American Civil Liberties Union, Denver Bar Association, the Girl Scouts, the Mile High Chapter.

We had a lot of local chapters of prestigious national groups.

By June 10th, we had 38, I notice in my notes. So we were rapidly getting responses.

We elected a board of directors which had the sole control of the affairs of the organization, and we provided that only the chairman could speak in behalf of the organization on any question unless the board of directors otherwise stipulated.

We began our work through a series of public forums in which issues were stated or problems were raised initially.

Then we also—and this was an open thing to anybody in the public who wanted to attend, well-publicized.

We also created a series of task forces. These task forces were led by representative members of our member groups. We had one on public education to help the people understand what the court order was. They gave printed information out, and one of our member organizations printed a kind of brief history of the proceedings.

They had a speakers bureau and the speakers would appear at any group or small neighborhood coffee klatsch, wherever they were invited to speak. But they had been trained, they knew what the court's order was specifically.

We had a people-to-people task force which was led by the PTSA, and they involved many of the parents and the students in face-to-face meetings before the 1974 school year ended, with people from schools which they would be attending, which the children would be attending in the fall, new schools.

That effort involved literally thousands of people. We had a task force on educational excellence to learn from other districts who have desegregated what programs they had instituted that they had found helpful that we might suggest to the Denver public schools.

We had a task force on the religious community which was an attempt to involve the religious community in specific action.

We had an information exchange which operated a rumor control clinic. We announced telephone numbers and offered to the people specific, accurate data, and if they had heard a rumor, that we would run down the rumor. We would run down the facts of the situation.

They kept a calendar of the activities of various organizations. We attempted through this calendar to eliminate duplication of effort by voluntary agencies.

They identified procedures for use in crises.

By the way, the people who answered the telephones of this rumor control clinic were carefully trained so that they would listen to people who called in and would not get into an argument with them, but they would be trained in running down the facts.

We also used this information exchange to help individuals and organizations accomplish the general purposes that PLUS had on an individual basis.

How could they individually plug into this effort? We had a media committee which worked with the media to secure its assistance in establishing a humane, positive, public attitude.

Our youth involvement committee made a direct attempt to involve the young people who would be desegregated in advance and worked very hard the summer before the schools opened to bring young people together.

We were able to secure one of the facilities of a YMCA in east Denver and brought young people from various schools together at that place to swim, talk with each other and their parents, and we had PLUS people there who would discuss the situation with them.

I don't know. I have answered so much. I could say a good deal more.

Mr. Hartog. You have answered all my questions at this point, sir.

At this time, I would like to have several documents spelling out the principles and procedures of PLUS into the record as Exhibit 4.

They are the articles of incorporation of the organization, its bylaws, membership rosters and a document which states the principles Rev. Kerr read off.

CHAIRMAN FLEMMING. Without objection, that will be done.

[Whereupon, the document referred to was marked Exhibit No. 4 for identification, and was received in evidence.]

COMMISSIONER RUIZ. No questions.

VICE CHAIRMAN HORN. No questions.

COMMISSIONER RANKIN. No questions.

COMMISSIONER SALTZMAN. I know it is difficult to generalize, but could you give us some feelings about the attitudes of the young people in the schools, how it expressed and shaped itself, articulated itself before the desegregation where the young people are now relative to their attitudes and commitment to the process?

REV. KERR. I think initially that the young people were—there would have been two groups. One, juniors who were going to find themselves in another school than the high school that they had gone to and expected to graduate from.

In that group, you found many of them disturbed that they wouldn't be graduating from their high school. I think that among that group, also, and among the larger student group there was a willingness to attend to the issue at hand, to secure the situation.

In other words, they were very responsive to our youth task force. They wanted to know what the situation would be and how they could rapidly tie into it to make the situation go.

I found very few young people that would articulate fanatical anger or anxiety about the court's program.

COMMISSIONER SALTZMAN. Has that altered or changed for the better or for the worse over the course of the desegregation process?

REV. KERR. I don't know that I am the best person to answer that question.

I was a monitor in three elementary schools, and I could speak there perhaps as of a year ago. But I gave that up during this school year.

In the high schools I have, because of the great work load of PLUS which the officers met very frequently and the task forces met frequently—I was not in the high schools talking with them.

We did have young people participating on the steering committee of PLUS, and those people throughout the process retained their vigor and enthusiasm for developing solutions to immediate problems as they arose.

COMMISSIONER SALTZMAN. Thank you.

CHAIRMAN FLEMMING. Personally, I am very, very much interested in the way this organization came into being. I am very much interested in the comprehensive character of the organization.

You have certainly touched many, many areas connected with the whole problem of desegregation. Right now, considering the current situation, what do you feel is the most important issue to which your organization is addressing itself?

Now, maybe it isn't possible to develop a list of priorities that way and put something at the top of the list. Maybe it is two or three. But you are at the heart of this and I would welcome very much your feeling as to what you believe is the critical situation or situations right now, and how those who are associated with you are addressing themselves to those situations.

Rev. Kerr. Well, this fall PLUS went into what I called a crisis holding capacity. We would remain in existence should a major crisis confront the system. We felt that a major crisis did confront the system when a group of people called for boycotting the schools a year ago in October, and we publicly resisted that.

We had not spoken about opposition to the court's order until that time. But I felt that not only—the court issued an injunction against that boycott. But the courts have issued orders in other cities that have not been obeyed, and so I felt that it was very important for us to speak against this boycott vigorously, and we did.

I think that we, along with the chancellor and other groups speaking out that way, have had an effect in keeping the situation orderly. So that has been a number one thing, and I personally have not been certain what the situation would be with the changes ordered by the court of appeals.

We are going to have to monitor that situation.

The second thing is that we began last year a series of PLUS awards to people who had created new programs or who had behaved in distinguished ways to make the situation work. We gave them an award at a public forum meeting.

The time is coming in the school year where we are going to want to be gathering up those positive stories again, creating those awards again and giving publicity to them.

The third major area—and I am sorry there is more than one, but I will quit on this one, and this could be perhaps the most important—but the problem is funding.

The CEC has developed a great deal of data, has been able through its careful observation to develop an enormous amount of data. Because its function is observation, there is—the CEC does not necessarily act on the data.

I believe that there is a growing problem in the school district with data that has revealed problems, but no one is acting on the problems.

I think our group has a major function to play there. We have made an application to ESAA to get funds, particularly to deal with the problem of suspension of minority students which is, in my mind—I shouldn't be apocalyptic, but I will—it is at a catastrophic level, the last reports we have.

Too many suspensions of minorities, the same pattern that has happened in other places, and the nonparticipation of people because the transportation of students is so far distant from their home neighborhood.

So we are hoping that we could develop new patterns of ways that people could participate in their schools by using neighborhood facilities and school personnel brought to the facilities.

This is, I feel, a very strong need and a critical one that we will be addressing.

CHAIRMAN FLEMMING. Thank you very much, and we do appreciate your being here with us, and we appreciate the insights that you have provided us and we certainly react very positively to all the initiatives that have been described by you.

Thank you very much.

The hearing is in recess until 1:05.

[Whereupon, at 12:02 p.m., the hearing was recessed for lunch, to reconvene at 1:05 p.m., the same day.]

AFTERNOON SESSION

CHAIRMAN FLEMMING. I ask counsel to call the next witness.

MR. GLICK. Mr. Chairman, the next witnesses are a panel of religious leaders which includes Bishop George Evans, Vicar of Urban Affairs of the Archdiocese of Denver; Bishop Melvin Wheatly of the United Methodist Church of Denver; Reverend M. C. Williams, Pastor of the New Hope Baptist Church; and Rabbi Earl Stone of the Congregation Temple Emanuel.

Assistant Counsel Dorsey will question the witnesses.

[Whereupon, Bishop Evans, Bishop Wheatly, Reverend Williams and Rabbi Stone were sworn by Chairman Flemming.]

TESTIMONY OF BISHOP GEORGE EVANS, VICAR OF URBAN AFFAIRS, ROMAN CATHOLIC ARCHDIOCESE OF DENVER; BISHOP MELVIN WHEATLY, UNITED METHODIST CHURCH OF DENVER; REVEREND M. C. WILLIAMS, PASTOR, NEW HOPE BAPTIST CHURCH; AND RABBI EARL STONE, TEMPLE EMANUEL.

MR. DORSEY. If you would, Bishop Wheatly, would you please state your name, address and position?

BISHOP WHEATLY. I am Bishop of the United Methodist Church residentially assigned to the local Denver area, 2200 University Boulevard.

REVEREND WILLIAMS. I am Murphy C. Williams, Pastor of the New Hope Baptist Church, 922 East 23rd Avenue in Denver.

BISHOP EVANS. I am George Evans, Auxiliary Bishop of the Roman Catholic Church in Denver. Our address is 938 Bannon.

RABBI STONE: I am Earl Stone, Rabbi of Temple Emanuel, Denver, 51 Grape Street.

MR. DORSEY. We have already this morning heard considerable testimony on the role of the religious leadership in the school desegregation process. I would like for each of you, starting with Bishop Wheatly, to state, if you would, the position of your religious organization on school desegregation and the way in which you had input into that process in Denver.

Bishop Wheatly. The United Methodist Church, which I represent, takes a very specific and unequivocal position on the matter of an integrated society and has made innumerable official statements in the areas in which such implementation might be made possible.

In this particular situation we have cooperated with the beginning efforts to organize the religious community through the Council of Churches and later, as you heard from the Reverend Richard Kerr, to the cooperation with PLUS and we have communicated with all of our clergy from the beginning on the development of the plan for the integration of the schools, instructing them that our position is unequivocal and that we consider we are not giving anything to anyone. We are fulfilling our own mandate and mission in helping society to achieve a condition through the integration of the schools that we believe to be a part of the design that we interpret as God's will.

Mr. Dorsey. Reverend Williams?

Reverend Williams. I wish I could speak like Bishop Wheatly, but I am not a Bishop, so I will have to say that I—maybe I can't speak officially for the denomination, but our church in relationship to the total church community has been exceedingly committed to the desegregation and, more than that, the integration process.

Therefore, we have participated with all of the groups, religious or otherwise, community groups, that have been established for that purpose.

I think perhaps the most effective participation has been or was with the Religious Council on Human Relations, a very strong organization I think.

I was a part of the founding of it, establishing of it. And it had in it direct representation of all the denominations and faiths and functioned at a time when there was a great deal of revolutionary activities in the community and in fact this organization was responsible for giving leadership and establishing the Fair Housing Center, one of the first in the nation, and a fair housing law in the State of Colorado.

I think through that organization we had a chance to help to create a climate that contributed to the possibilities of implementing the court order.

Bishop Evans. I would like to pick up where Reverend Williams left off.

The Denver Metro Housing was a very unique organization. I think the Catholic Church was a little late getting there, but we were very grateful to the Denver Metro fair housing for them for training one of our sisters who now runs our own housing administration.

They made a substantial contribution to the overall atmosphere of fair housing in Denver.

The Archdiocese had joined the Colorado Council of Churches only a short time before 1974 and they were very happy to be part of this organization trying to prepare Denver for integration.

The Clergy Committee for Reconciliation did what I thought was a very good job in trying to prepare people, alert them. We asked in our churches that the sermon outline prepared by them be read.

There was an ecumenical prayer service in St. John's Episcopal Cathedral. There were prayer services in our four or five area Catholic Churches in Denver in preparation.

As far as our own school system went, the Director of Schools sent out a directive to all the parishes that had parochial schools alerting them to the law stating that the catholic schools are dedicated to the principles which are at the heart of democracy and in no way would we be a haven for those who are trying to flee the law.

There were specifics laid down about how individuals could come into the individual parochial schools.

At the same time we said we were a competitive alternate educational system and while we were striving to maintain our schools, we were not going to be a haven for those fleeing the Federal Court.

Mr. Dorsey. I would like to interrupt just one moment.

Do you have with you a copy of that letter that did go out stating the position of the Catholic Church?

Bishop Evans. I do.

Mr. Dorsey. I wonder, Mr. Chairman, if I could have that submitted for the record.

Chairman Flemming. Without objection, it will be done.

Exhibit Number 5.

(The document referred to was marked Exhibit Number 5 for identification and was received in evidence.)

Rabbi Stone. I find myself in the same position as Reverend Williams. I don't speak officially for a whole group. But first as a member of the Reform Rabbinate or Reformed Judaism I might say the Union of American Hebrew Congregations and the Central Conference of American Rabbis has come out with many, many statements in terms of desegregation of the public schools in the country.

In our own community I am almost sure that our Rabbinical Association which is made up of all of the three Jewish denominations did come out with a statement after the decision of Judge Doyle and my own Synagogue had one of the services that Bishop Evans mentioned, an area service of prayer right after the decision was made.

I personally, of course, have served on the CEC coming into that through the Council of Churches with a task force made of clergy and religious leaders at the very beginning.

Then that became the CEC, of course.

Mr. Dorsey. Relating to that last statement, it my understanding that all the members of this panel have in fact been involved with the CEC or had a representative from the church; is that correct?

All Witnesses. Yes.

Mr. Dorsey. Relating back Bishop Evans to the statement you made, the statement you made regarding the Catholic Church's position, the superintendent has—the superintendent of parochial schools—has, as you know, provided us with certain data on the schools. I believe that you are somewhat familiar with that data.

Bishop Evans. Yes, I hope so.

Mr. Dorsey. In that data it indicates—it covers the years '72 to '76, the school years, and indicates an original decrease in the student enrollment in '72—'73, then a substantial increase in the elementary level particularly in '73—74 until '74—75.

I was wondering—as I look at the data it suggests that much of the increase is related to six of thirty-six schools, most of which are in the south Denver area.

I was wondering in relation to that whether or not the school desegregation policy of the Catholic Church in your opinion has been effective.

Bishop Evans. Statistics I have run—I think these are just the primary grades. Going back a little farther than that.

1970: 14,300, then 13,000, then 12,000.

'72—'73: 10,985.

'73—'74: 10,433.

'74—'75: 10,701.

There is a little pickup there.

I am not familiar with all the instances. I think St. Vincent de Paul out in southeastern Denver gives some indication that there was a large increase there.

But there are two factors I think that do give some explanation to that. I believe a kindergarten was added that year. I don't know how many it brought in, but there was a whole grade added.

They initiated a new policy of negotiated tuition.

A very active young priest principal at the school. He spoke to each one of the parents and there was no flat rate of tuition. I think that probably added to the increase.

The others I am not aware of any substantial increase.

Mr. Dorsey. In relation to that policy, could it have been possible, for example, for the Catholic Church policy to have included substantial frozen enrollment after April 1974, for example, as a means of limiting any possibility of dramatic increase?

Bishop Evans. Well, I don't think that would have been a way to go at it myself because we have been trying to turn around the decrease in schools long before this question came up.

To say we were frozen I think would have been the wrong way to go at it.

Either—the best way was either—we didn't pick up the individuals who were patently fleeing the law.

Mr. Dorsey. I will ask Reverend Williams, if I may, about some of the activities you personally have been involved in in your community, your church community, regarding school desegregation.

Reverend Williams. Well, we have participated in a variety of community organizations within I would say the black community, and perhaps contributed some to keeping communication open as broadly as it might.

As you perhaps realize, still in the primarily black community the black church claims a larger hearing and interest than in any other institution.

I think in the Denver community that has been used in a positive way.

So even at the point when there were such extreme expressions on every side, our church and others tried to keep some forms of communications as well as appropriate ourselves to what could be some of the shortcomings in the black community.

We had at one time a black unity conference which brought into a coalition for positive efforts in the whole process that was across lines of militants, extreme militants, moderates and all kinds of people in the community.

At another point I think we were able to maintain a kind of influence with the leadership in the black community and specifically with the leadership in the black church that helped to—I don't know, didn't help to keep there from being riots, but at least a kind of communication that perhaps led around some extremes that might have taken place.

I remember specifically a time when some of us walked about in one of the shopping centers where there was very high tension and were able to direct those energies in a positive way.

So we have been a part of not only our church, but our church in connection with other churches and other black community organizations working with the problem.

Mr Dorsey. Thank you very much.

Bishop Wheatly, as I understand it you were in fact a CEC monitor for a time. I wonder if you might give to the Commission some of your insights into what conditions were in the schools during the process of desegregation.

Bishop Wheatly. I was monitor for most of the first year the plan was in operation at one of the paired school setups, though it involved three schools.

I was delighted from the beginning to discover in the case I was assigned, the observation I was assigned, an eagerness on the part of the staff persons and the parent groups to face up to the new situation with candor.

There were opportunities for open-ended questioning in which there was hearty, vigorous participation.

My wife succeeded me and is continuing as monitor at the present time.

Early in the process we began to see with our own eyes a tremendous sense of satisfaction on the part of people succeeding in forms of association and relationship at which prior to the court order they weren't even aware they were failing.

It seemed to me this was one of the real advances, that they were discovering that we have not only a period of information explosion, but we also have a period of intermixing and association explosion and that actually quality education in a time such as this and in a society such as ours demands the kind of free association that we were able to see implemented as a result of the exchange brought on in the case of these schools by way of bussing that would not have happened in any other way. Or at least had not happened up until this time.

Mr. Dorsey. Thank you very much.

Rabbi Stone, I understand you also at some time participated as a CEC monitor. I wonder if you might also share with us your opinions.

Rabbi Stone. Yes. I was a monitor during the first year. But I was given a school—that was rather unique. It was a primary school that specialized in hearing difficulties. And so they have had bussing for many years, and the bussing aspect meant nothing there.

They also had quite a large degree of integration in terms of minority groups.

And it was a very pleasant experience indeed.

My co-monitor was a black school teacher and we worked very closely and always matched our notes after and I think the only thing we ever saw from a negative point of view was the fact that when the children were in a—either out in the field in the athletic time, or as sort of a free time in a library, we noticed that the black children always sort of went off together. They were sort of segregated by themselves.

This was the one thing we both wondered about and, of course, hoping that as time goes on this would break. But this was the one thing that we noticed.

Aside from that, there was really nothing in terms of any change in terms of the setup of the school.

Mr. Dorsey. Thank you very much.

Mr. Chairman, at this time I have some documents which were provided to us by the Council of Churches. It includes the listing for the Task Force for Reconcilation, includes the open letter which was submitted by the Committee for Reconciliation and it also lists the membership of the Clergy Committee for Reconciliation.

I would like at this time, Mr. Chairman, to submit this for the record.

Chairman Flemming. Without objection, they will be entered in the record as Exhibit Number 6.

[The documents referred to were marked Exhibit Number 6 for identification and were received in evidence.]

Mr. Dorsey. I have no further questions at this time.

Chairman Flemming. Commissioner Saltzman?

Commissioner Saltzman. Thank you, Mr. Chairman.

I wonder, gentlemen, if you could respond to the question individually. What are your impressions about attitudes of your constituency in the early '70s and what are the attitudes now toward desegregation after some experience with it? Has there been a change?

Bishop Wheatly. I just arrived in Denver in August '72, so my experience does not go back very far.

In the—one of the aspects of our particular denominational stance in the city was assisted greatly by the fact that Park Hill United Methodist Church had pioneered in this community in the advocacy of integrated congregational life and had brought off such a melding in a most effective way.

So I think it would be fair to say that we had an uneven response all the way from those who were far in advance in terms of their experience with acting out what they professed, and you would have at the other end of the spectrum some that were very resistant to it.

In terms of comparing there has been, I would assess, a real move up in the affirmation, not just the acceptance, of the form that the plan has taken and now move from a studied commitment to see that it works to an open and spontaneous involvement in making it work.

Reverend Williams. I think there has been some change in attitude of our constituency.

Whereas in the early '70s and before that time there was a little more zeal for what we call integration on the part of the members, but that has been modified some, I guess consistent with a developed appreciation of their own culture, a kind of new pride for that and a feeling that from now on out it is a matter of give and take and sharing with the general culture.

I would like to say sometimes a sort of a move from a feeling of a subculture to kind of a counter-culture concept.

That is my opinion.

Not extremely negative but less prone to surrender everything to be what we call integrated.

Bishop Evans. My feeling is that it is being better accepted in the city. I think we are very fortunate here. We had some real hard work done by a lot of people in preparing for this. Overall I think we have been lucky.

I realize that there are individual instances where bussing constitutes a real hardship on individual families. In others it is simply a cause of a little upset.

My own prejudice and bias comes through because I say if we had been fully committed to integrated housing we would not have had to turn to bussing.

I think the climate is good. We have a long way to go, but I think the climate is good.

Rabbi Stone. I would sort of agree with what Bishop Evans said.

In the early years I think there was great trepidation among many of the people that I know, both within my congregation and out, great concern, number one, for the safety of their children.

Many felt that the education would be inferior and, of course, the inconvenience of bussing. But I think that much of that has changed.

I haven't heard hardly any talk about dissatisfaction with the quality of education as such and very little about safety. But there still seems to be a lot of dissatisfaction on the part of many parents with the problem of bussing.

One woman told me the other night that they now change the hour where her child has to be ready to leave at a quarter to 7:00 in the morning with a 45-minute bus ride. They feel that it is tiring on the child.

So we have some of these kinds of complaints.

But in general I do feel that the whole thing now in the second year has been accepted much better except for those, of course, who fled the city and I do know some of those, too.

Commissioner Saltzman. I am sure if the attitudes have advanced it is due in no small part to the leadership that you gentlemen have exerted in your religious community.

Contrary to sometimes what we hear in other communities, I am sure the Commissioners feel deeply appreciative and aware of the enormous contribution the religious community has made in Denver.

But on the last remark that you made, Rabbi Stone, may I pick up on that?

Had there been any founding of, for example, Jewish parochial schools during this period?

Rabbi Stone. There was. We have had one for many years, and a small one began a year ago. The leaders of it, of course, maintain it has nothing to do with bussing, that it has to do with the desire to have a liberal, from a Jewish religious point of view, a Jewish parochial school which the other one doesn't meet because of its orthodoxy.

But the surprising thing is that all told I think there are about fourteen families that are sending their children to this school.

Whether or not it is going to make it, I don't know. But the fact remains that one did begin.

Commissioner Saltzman. Is your Synagogue located in a relatively middle class area?

Rabbi Stone. Yes.

Commissioner Saltzman. Is it an integrated area?

Rabbi Stone. Partly. I would say it is developing into it, yes.

Commissioner Saltzman. Housing, that is?

Rabbi Stone. Housing?

Commissioner Saltzman. Yes. Do you find members of the congregation to any extent fleeing the city?

Rabbi Stone. Yes. I don't know how many but I know there have been a number who have moved into the Cherry Creek district.

Commissioner Saltzman. Do you think the concern of what is happening in the schools has prodded them into leaving?

Rabbi Stone. Yes, I think some of them did.

Commissioner Saltzman. Can I ask you, Reverend Williams, is your church located in the city?

Reverend Williams. Yes, in the city, in the primarily black area.

Commissioner Saltzman. It is not an integrated neighborhood nor an integrated church?

Reverend Williams. It is not in an integrated neighborhood. We do have a few non-black members.

Commissioner Saltzman. I see.

Do you find any middle class members of your church leaving the city because of any bussing implications?

Reverend Williams. No. I think rather many of them are moving into areas—helping to integrate areas.

Commissioner Saltzman. Within the city?

Reverend Williams. Within the city.

Commissioner Saltzman. May I ask whether either Bishop has any knowledge of any flight from the white central city because of this bussing and educational efforts?

Bishop Evans. I would have to say there is some. The statistics are pointing out, you know, there is growth in the suburbs and there are a number of Catholic parishes developing there.

Our system is changing so much now where traditionally we were buying ten acres and the school would go up first, we are not even building any schools anymore.

So it is a little different situation because the Catholic who goes out there is going to be committed to the public school system, whatever it is.

Bishop Wheatly. I have received no such reports from any of the parish ministers.

Commissioner Saltzman. One final question. As I mentioned, I take great pride as a colleague in what the religious community is doing here in Denver. But is it—and I recognize you mentioned that the day of prayer in the various churches and synagogues—but is there a continuing ecumenical effort taking place between churches and churches, and churches and synagogues where sharing and programming, dealing with our profound religious moral commitment to human equality and equal opportunity, is there ongoing program in those areas on a shared basis?

Bishop Evans. As perhaps the Benjamin of the group belonging to the Council of Churches I would say yes.

I am very happy with our participation in it and I see a great commitment among the Cabinet of Executives.

Commissioner Saltzman. Any other? Do you all feel it is taking place?

Thank you very much.

Chairman Flemming. Commissioner Freeman?

Commissioner Freeman. Bishop Wheatly, I would like to follow up with the line Commissioner Saltzman directed questions to you and Reverend Williams on, particularly with respect to your statement of the commitment of the United Methodist Church to an integrated society.

How many Methodist Churches are there in Denver? I mean part of the United Methodist.

Bishop Wheatly. We have two districts that cover the metropolitan area and comprise about fifty churches total.

Commissioner Freeman. How many of those fifty churches would be identifiable as to their membership as predominantly white, predominantly black or integrated?

Bishop Wheatly. Well, I am embarrassed to respond that there is only one that is predominantly integrated. There is one predominantly black and the others are predominantly white.

Commissioner Freeman. I would like to ask the same question of Reverend Williams, although I realize that as a Baptist, the Baptists do not have the sort of organizational structure.

Will you say how many Baptist Churches, how many identifiable white, black or integrated?

Reverend Williams. I suppose we have in Denver about fifteen Baptist Churches, major Baptist Churches. I am not sure that any of them is primarily integrated.

One of them has a considerable number of non-black members, but most of them are primarily black.

Commissioner Freeman. Bishop Evans?

Bishop Evans. There would be about 55 Roman Catholic Churches in Metropolitan Denver. One of the parishes would be predominantly black. Three or four would be well integrated. The others would be white.

Commissioner Freeman. My next question would then be: is it contemplated by the clergy or the religious community that we could have an integrated society and that the churches would be included in such an integrated society or is it outside of the church?

Bishop Wheatly. I speak for my particular denomination and primarily in this case for myself.

I personally am unequivocal about my stance to what in the jargon of our denomination is called open itinerancy.

We have the appointive system which means that pastors are appointed to their local parishes and any ordained member of the United Methodist Church is eligible for appointment as far as I am concerned, as far as the system is concerned, to any United Methodist congregation.

One of the aspects of that that is a consideration that doesn't change the commitment but affects the logistics is that the Bishop fixes the appointment but pastors and congregations effect the ministries that go on between them.

So the goal is to increase the numbers, and I come from the Los Angeles area and when I arrived, my first question is: where is everybody in the United Methodist gatherings?

But we are deliberately making every effort we know how to recruit representatives of the racial ethnic minority groups to service any of the churches in the Rocky Mountain Conference.

REVEREND WILLIAMS. I think one or two factors relate to the black church. Number one, it has been open, it has a history of being open to other people. However, consistent with the change of attitude and appreciation for the black culture, at this point now there is less interest on the part of black people to move into other churches, not on the basis of prejudices, but as a matter of, essentially the church is the chief custodian of the culture.

There is a tendency to not move into other areas. Yet we do have increasingly a number of blacks that do.

COMMISSIONER FREEMAN. Bishop?

BISHOP EVANS. I might just bring out the point that a quarter of the Roman Catholic Church in the Archdiocese of Denver would be Chicano.

We are sadly deficient in Chicano sisters and priests. We are really striving. I have a lot of contracts in my pocket to sign because we really need them. It is a strong push. I see it coming. It is going to take some time.

COMMISSIONER FREEMAN. Of course, the dilemma is that if we are going to be segregated on 11:00 o'clock Sunday, how can we expect to be integrated on 8:00 o'clock Monday.

CHAIRMAN FLEMMING. Commissioner Rankin?

COMMISSIONER RANKIN. Bishop Wheatly, I am not a Methodist, but I married one. I am interested if you would make a horseback opinion of what percent of the Methodist community in Denver would be in favor of school integration, what do you think the percentage might be?

BISHOP WHEATLY. Well—

COMMISSIONER RANKIN. I know it is just a guess.

BISHOP WHEATLY. Right. Well, in terms of voting for it, 75 percent.

COMMISSIONER RANKIN. How many of them, this 75 percent, do you think would be in favor of bussing as a last resort to secure this end?

BISHOP WHEATLY. I really have no basis for giving a figure as you indicate. It would be a smaller number because of the personal factors that are very difficult to deal with and out of which to abstract those which are exclusively or predominantly racial.

The fact there is resistance to bussing gets rather complex.

It would be 10, 15 percent less than the number who would vote for it as an idea who would support bussing.

Commissioner Rankin. Would the percentages be about the same in the other churches?

What worries me, about ten or twelve years ago we held a hearing down in Alabama. They were bussing blacks thirty miles to keep them out of white schools into Montgomery. Not a single white voice was raised in opposition to bussing.

Now, if they go a mile, it becomes fourteen miles or fifteen miles and they are against it because it is forced bussing.

I don't quite understand this, as a church member myself, this change. It worries me just a little bit.

Bishop Wheatly. I heartily agree. I lived in the Westwood area of Los Angeles and the notion that there was something wrong with bussing never occurred to the movie star families and producers and so forth up in the Belaire Hills, most of whom bussed their children a number of miles and early in the morning down into Westwood to the elementary and junior high schools.

Commissioner Rankin. Would any of the rest of you comment on this point?

Bishop Evans. I would simply agree with you that you know bussing was the way of the west, outside of the metropolitan area. Everybody was bussed. There was no problems. It was a way of education.

Commissioner Rankin. Is it correct to say it is not mileage, it is race?

Reverend Williams. I think Jessie Jackson puts it well: it is not the bus, it is us.

Commissioner Rankin. Then you all agree.

Chairman Flemming. Commissioner Ruiz?

Commissioner Ruiz. Bishop Evans, what proportion of the parochial school attendance is Hispanic, black and Anglo?

Bishop Evans. I think I can give you some figures here.

Here is '74—'75 totals. That year we had 10,600. Spanish surnamed, 1688. Oriental-Americans, 40. Blacks, 497. American Indians, 26. All others, 8000.

Commissioner Ruiz. I see.

Bishop Evans. These are elementary.

Commissioner Ruiz. Elementary schools?

Bishop Evans. Yes.

Commissioner Ruiz. In the early history of the Southwest when Colorado and New Mexico were one jurisdiction, the Catholic Church trained many priests of Hispanic descent. The Catholic hierarchy was Hispanic and Mexican.

If you recall, how did—or has there been a displacement since that time with respect to proportions within the archdiocese?

Bishop Evans. Yes. I have to make a couple historical exceptions there because we have never had Chicano hierarchy, unfortunately, in Colorado.

We had French, three Germans and one Irish. We have never trained any Chicano priests in Denver. A small number, unfortunately. But Denver has not had that number.

Commissioner Ruiz. That is the reason I tied in this jurisdiction with New Mexico, because at that time—

Bishop Evans. We were never with Denver.

Commissioner Ruiz. There was one jurisdiction.

Bishop Evans. No—

Commissioner Ruiz. Not from a religious point of view.

Bishop Evans. Leigh was the first bishop of Santa Fe. He soon cut his assistant off, who set up Denver. And so it would have been only a couple of years at the most that we—

Commissioner Ruiz. What proportion of the students are studying for the seminary for purposes of becoming priests, of those 10,000?

Well, that is elementary school, isn't it.

With respect to high school, what is the proportion there?

Bishop Evans. The total we would have in—we have four private high schools and four that are archdiocese supports. There are 3400. This is '75-'76. Spanish surnamed would be 500. Orientals, 6. Blacks, 93. American Indian, 4. All others, 2800. So Spanish surnamed would constitute about a quarter of that, roughly.

At the St. Thomas Seminary studying for the archdiocese of Denver, I think we now have about 80 students and I think 7 or 8 would be Spanish surnamed. That is over a period of eight years.

Commissioner Ruiz. In comparing the statistics for elementary school and high school apparently there is not too much holding power there, is there?

Bishop Evans. No. The numbers drop off drastically from 10,000 to 3000.

Commissioner Ruiz. You stated that you have some contracts in your pocket concerning a special effort to captialize on this fund of human resources. Do you believe the climate is good?

Bishop Evans. I do.

I see a lot of good things. For example, the seminary in San Antonio, Mexican-American Culture Center, is really specializing in training young boys interested in the priesthood.

We have not been successful at St. Thomas for a variety of reasons. We have not been successful, so we are simply going to have to in a sense take our business someplace else.

We are striving, but we haven't done it.

We are going to have to speed things up.

I think places like MACC in San Antonio is going to be an answer.

Commissioner Ruiz. I heard Auxiliary Bishop Florenz on television two nights ago speaking about the San Antonio School for Seminarians and for purposes of getting them into the church.

I do know that Hispanic parents would be proud to have their children among ordained clergy.

Is a special effort being made with relation to this particular segment, since you have so many Chicano students, to bring them in as teachers and clergymen?

BISHOP EVANS. Yes, we are. We have established the Office of Chicano Affairs with one full-time staff working exclusively on areas like that.

COMMISSIONER RUIZ. What luck are you having there?

BISHOP EVANS. It is picking up a little bit.

COMMISSIONER RUIZ. Can you compare it? How long ago did you establish that?

BISHOP EVANS. He is in the second year. No, we had a priest in there full time for two years and the layman has been there for two years, so it has been a four- to five-year operation.

COMMISSIONER RUIZ. How many are involved in that now as compared to a year ago with respect to the progress that is being made?

BISHOP EVANS. Well, I don't have the number of the religious education teachers with Spanish surnames, but I can assure you it has picked up during that period of time.

COMMISSIONER RUIZ. Has it been dramatic or real gradual.

BISHOP EVANS. No, it has been gradual.

COMMISSIONER RUIZ. More efforts are going to be made in this field?

BISHOP EVANS. Yes.

CHAIRMAN FLEMMING. Commissioner Horn?

VICE CHAIRMAN HORN. This is merely a statement. I don't expect a response from either my colleagues or the witnesses.

First I would like to express my own individual appreciation for you coming here. As one who participated in the staff work that helped write and pass the Civil Rights Act of 1964 I know from long experience that we could not have passed that Act without the help of the religious community.

I have always felt that the national representatives of the faiths which you gentlemen represent were invaluable in securing the needed votes to pass that historic Act.

And while I appreciate the spirit—and I have found the questions and answers most interesting—in which my colleagues have engaged—I say this especially as one who once wrote a doctoral thesis on the administration of the Catholic Church—I am troubled in a way that we pursue internal church membership data and proportions whereas I feel we legitimately can pursue the use of churches, private groups, et cetera, offering alternative school systems to avoid the impact of a desegregation order.

I don't want to start arguing with anybody but I want to say as one person on a Federal Commission, I am bothered that down the line, although I have found this exchange most helpful and interesting, that that sort of pursuit might be misued.

Chairman Flemming. There is one question I would like to ask, and I think I would like to address it to Bishop Wheatly because I understand the system for which he has responsibility, as I was born and continue to be a Methodist.

Also, Bishop Wheatly was an undergraduate student back at American University a good many years ago now when I was a very young instructor on the staff of American University. I followed his progress and leadership with a great deal of admiration.

The question I would like to ask, and it could be addressed to any in the group, is two-pronged.

First, are opportunties provided for head-on confrontations on the part of ministers with the moral and constitutional issues that are involved in desegregation on a continuing basis?

But then the second part I am even more interested in: are efforts made to provide those kinds of opportunities at the level of the local church so that in connection with the educational programs of the local church there are continuing and continuous opportunities for people to come to grips with the moral and constitutional issues involved, recognizing differences of opinion within the congregation, but giving those who hold these different points of view the opportunity really to confront one another in the light of the teachings of the church?

Bishop Wheatly. In regard to the first question as to the opportunities for clergy, these opportunities are built into the system now in several different ways. One of the ways being that we have in operation an affirmative action program, if you will, a quota system in terms of assuring ethnic, sexual, racial representation on all of the national boards and agencies, and more and more this is being translated into the operational groups, the conference cabinets as we call them, the superintendents and supervisors, et cetera.

Exhibit 2 of the four. The United Methodist Church has four major boards; two of the four designated executive secretaries of those major boards are now blacks.

So the very process of going through nominating committee, recommendations, search committees, et cetera, is one of the ways the clergy are being confronted with this. And many of the laity serve on the same committees.

In terms—there are many other ways, too.

In regard to the Denver situation, the Denver South, Denver North Minsterial Association meetings confronted this at the time the Judge's order came down.

There were extensive discussions.

Spencer Rand, who heads the Council of Churches in this area, is a member of United Methodist Church and has been continuing this as far as an across-the-board confrontation of clergy.

Local congregational involvement would be much more uneven.

You have beautiful illustrations of congregations that have begun and stayed with this issue constantly and are as current as any of us could possibly be.

You have other congregations who take a different stance.

In our system, as you have indicated, we can hold them accountable in terms of taking their positions in harmony with what they understand to be the will of God and teachings of the Bible, but we cannot insist that their conscience agree with our interpretation.

Chairman Flemming. Thank you very much.

Mr. Glick. Bishop Evans, in the diocese elementary schools the trend of enrollment has been somewhat down in many of the schools.

Bishop Evans. Yes.

Mr. Glick. But there are six elementary schools in the area of Denver, the south part, which is predominantly white in which over the '74—75 year enrollment has increased between 19 and 44 percent.

These are areas in which elementary schools have been affected by the court order.

In your opinion, is there any relationship between those?

Bishop Evans. Well, as I mentioned, I think the one large one there, the increase of about 80 to 90, was in one school where a wholly new grade came in. I think—

Mr. Glick. Then there are the other five schools in which the increase has been somewhat dramatic.

Bishop Evans. I wouldn't consider it dramatic. I wish it were. Not from that. But I don't think it is that high.

Mr. Glick. These are apparently figures that were supplied to staff.

Bishop Evans. I think I read those down. I think the overall 1972—'73 was 10,900. '73—'74, 10,400. And '74—'75, 10,700. So there would be 300 difference there, 80 in one school.

Mr. Glick. Thank you.

Chairman Flemming. As I understand it, do you want to introduce some additional exhibits?

Mr. Dorsey. Yes, Mr. Chairman. The statistics that were provided by the Superintendent of Parochial Schools that Bishop Evans has related to you is available. It has a breakdown of enrollment by grade and by ethnicity. They have been provided and they are available.

There is also a map provided which breaks out the divisions within the diocese.

Chairman Flemming. Do you want those introduced as exhibits?

Mr. Dorsey. Yes, sir.

Chairman Flemming. Without objection, that will be done and become Exhibit Number 7.

(The documents referred to were marked Exhibit Number 7 for identification and were received in evidence.)

Chairman Flemming. As some of you know who are on the panel, the Commission held a hearing comparable to this in Boston last June. At that time we had the opportunity of listening to testimony from leaders of the religious community and in our report we expressed our conviction that if we are really going to move forward in a positive way with this moral and constitutional issue, we are going to be very dependent on the leadership from the religious community.

Like some of my colleagues, I want to express our appreciation to you for being with us.

I want to express our appreciation over the fact that you very clearly have been involved in connection with the developments that have taken place here in Denver.

Thank you very, very much.

CHAIRMAN FLEMMING. Counsel will call the next witness.

MR. GLICK. Mr. Chairman, the next witnesses are a group of higher education persons consisting of Dr. George M. Brooke, chairman of the Department of Education, Metropolitan State College; Dr. Richard E. Wylie, dean of the School of Education of the University of Colorado at Denver; and Dr. Ralph Forsythe, director of the School of Education, University of Denver.

[Whereupon, Dr. George M. Brooke, Dr. Richard E. Wylie, and Dr. Ralph Forsythe were sworn by Chairman Flemming.]

TESTIMONY OF DR. GEORGE M. BROOKE, CHAIRMAN, DEPARTMENT OF EDUCATION, METROPOLITAN STATE COLLEGE; DR. RICHARD E. WYLIE, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF COLORADO AT DENVER; DR. RALPH FORSYTHE, DIRECTOR, SCHOOL OF EDUCATION, UNIVERSITY OF DENVER.

MR. GLICK. Mr. Chairman, I would ask assistant general counsel Jack Hartog to proceed with the questioning.

MR. HARTOG. Starting with Dr. Brooke, could each of you please state your name, address and occupation for the record.

DR. BROOKE. I am George Brooke, chairman, Department of Education, Metropolitan State College; 6654 Welch Street.

MR. HARTOG. Your occupation, sir?

DR. BROOKE. Chairman of the Department of Education at Metropolitan State College.

DR. FORSYTHE. I am Director of the School of Education at the University of Denver.

MR. HARTOG. And your name, sir?

DR. FORSYTHE. Ralph Forsythe.

MR. HARTOG. Thank you.

Dr. Wylie?

DR. WYLIE. Richard Wylie, Dean of the School of Education in Denver; 5862 South Geneva, Englewood, Colorado.

MR. HARTOG. Thank you.

This portion of the Commission's hearing is focusing on the involvement of the institutions of higher learning in the process of school desegregation, and generally, with the Denver public school system and its children.

Dr. Forsythe, could you briefly describe any programs which the University of Denver conducts which relates to the educational or administrative needs of the Denver public school system and its students?

Dr. Forsythe. I know of no programs we have that are directly related to this segregation matter, but as to the instructors and administrators who might be employed in the Denver public school system, we do have a master's degree program, a doctor of education program in public school administration.

We also conduct a number of other programs in counseling and guidance curriculum and instruction at the graduate level. And at the undergraduate level, we have an elementary and secondary teacher training program.

Mr. Hartog. Does the School of Education at Denver have any programs which are designed to aid a desegregating school system?

Dr. Forsythe. As programs, I don't think so.

Mr. Hartog. Thank you.

Do you have a bilingual/bicultural education program in the School of Education at Denver University?

Dr. Forsythe. Not a program, no.

Mr. Hartog. What is it that you have?

Dr. Forsythe. Well, we have in the summertime a great number of workshops designed for special groups of people. This summer we are planning a workshop in bilingual/bicultural education.

Mr. Hartog. Have you had any requests to initiate such a program? In the area of bilingual/bicultural education?

Dr. Forsythe. No. I think this is self-initiated.

Mr. Hartog. Do you personally have a background in this area of bilingual/bicultural education?

Dr. Forsythe. Considerable.

Mr. Hartog. Could you briefly relate what that is?

Dr. Forsythe. Well, for four years I have employed as a consultant and organized a team of faculty and people in the community to monitor bilingual/bicultural educational programs in the State of Colorado that were funded under federal—under the federal program.

Mr. Hartog. Thank you.

Dr. Wylie, it is my understanding that you have substantial experience in the area of school desegregation as well as some experience in the area of bilingual/bicultural education.

Could you briefly relate that background to the Commissioners?

Dr. Wylie. During the past five years—I came to Denver, Colorado, in July of this year. During the five previous years I chaired the Department of Early Childhood and Elementary Education at Temple University in Philadelphia.

I was a consultant to school districts in Boston, in New York City, in Philadelphia and in Washington, D.C. And I was also involved in bilingual education at those communities.

Mr. Hartog. Thank you.

Based on your experience in the area of school desegregation, what roles have you seen schools of education play in the process of school desegregation, and what roles conceivably could they play, in your opinion?

Dr. Wylie. Basically, I don't think that the schools of education across the country have taken the leadership role in the desegregation issue that they should.

I think that individual faculty members, individual administrators have done so, but as a collective group, I think that by and large they have not taken the leadership role that they are both capable of doing and have a responsibility to do.

Mr. Hartog. Could you give some examples of the kinds of things that can be done by schools of education and/or institutions of higher learning in general?

Dr. Wylie. I guess I can give two examples. Again, since I am new to the Denver area, I will draw on my experience from Philadelphia and New York City.

In the Philadelphia area, the school of education became very involved in gangs and gang warfare, and the effects that that was having upon the desegregation process.

So we began to develop at Temple University a summer institute for gangs, gang leaders and gang members to try and gain an understanding of the effects of gangs and what it is doing to the education of youth in relation to their mobility from school to school, their mobility in mornings and afternoons coming to and from school.

I think this was probably one of the most positive kinds of things I have seen an institution do. Of course, in Philadelphia, gangs are a major problem.

Mr. Hartog. You were going to give another example; you said you had two, sir.

Dr. Wylie. Thanks a lot.

I think that in some degrees the kind of thing that Bob Dendler at Boston University has done in relation to working with local pocket areas of the Boston public schools. I think that is a good concept, and I think it is a way of encouraging schools of education to become very involved.

Mr. Hartog. Are there programs in the area of teacher training, specific ones that can be developed to aid urban school systems which are undergoing school desegregation?

Dr. Wylie. I think one of the things schools of education should do that maybe they are not doing as much of is the whole area of human relations, the whole area of communications. Not an awareness that we have problems; I think people know that. But I think we have got to move into the areas of helping prospective teachers and teachers deal with the real problems.

I do not believe basically that schools of education are doing that.

MR. HARTOG. I know you have been at the University now for only a few months, but to your knowledge, does your department have—I am sure you know—does your department have any programs designed to train teachers in the areas of bilingual/bicultural education, and what efforts are being taken by UCD in this area?

DR. WYLIE. We began in September with a project with the Denver public schools to train bilingual/bicultural resources teachers. It is a program that has been in operation for six months.

It was initiated by the faculty without a minority Chicano member on the faculty. The University supported a new position as of January, and that program now is developing fully.

MR. HARTOG. Thank you.

Dr. Brooke, does Metropolitan State College have any programs designed to train teachers in bilingual/bicultural education, and if so, could you explain the nature of that program?

DR. BROOKE. Yes.

We have, offer a minor in bilingual/bicultural education at Metropolitan State College. This minor is sponsored jointly by the Department of Chicano Studies from the School of Urban Affairs, by the Department of Modern Languages from the School of Liberal Arts, and by the Departments of Reading and Education in the Center for Education.

We, as a part of our offering for the summer session, we are sponsoring a nine-hour institute.

MR. HARTOG. Apart from your program and the one developing at UCD, are you aware of any other programs in the area of bilingual/bicultural education in the Denver metropolitan area?

DR. BROOKE. I don't know of any separate program.

Metropolitan State College and UCD are consulting and cooperating preparatory to the move to work together in this area.

MR. HARTOG. I know, Dr. Forsythe—you were shaking your head negatively—that there are no other programs in the Denver area, to your knowledge, in that area.

DR. FORSYTHE. I don't know of any.

There are, of course, the sidewalk academies that deal with whomever it would be.

MR. HARTOG. Thank you.

Dr. Brooke, would you please explain any other programs which are operating at Metropolitan State College which relate directly or indirectly to the needs of an urban school system which is undergoing school desegregation.

DR. BROOKE. I would like to describe briefly two ongoing programs, and call attention to one which was terminated as of September 1 this past year.

We have a pilot program now in the area of bilingual/bicultural child development associate, which works with Head Start teachers and child care teachers.

We also have a program in the area of supplementary training for Head Start teachers and aides. This has been at Metropolitan State College since 1967 now.

Denver is not the only institution—I mean, Denver public schools is not the only sponsoring group for Head Start, but they have quite a few.

For five years, Metropolitan State College had a career opportunity program which was to upgrade teacher aides to the point where they could become teachers. This was a federally funded program and sponsored 50 teachers, or 50 teacher aides.

And as a slot became vacant through graduation, more were added.

So I estimated that we reached about a total of 130 teachers in the metropolitan area. This project was predominantly—or was reaching minorities, predominantly. Probably about 99 percent were chicanos or blacks.

MR. HARTOG. That program has now ended?

DR. BROOKE. It was terminated August 31, 1975.

You people from Washington probably know better than I why.

MR. HARTOG. Was it the entire national operation or just the funding for your particular school?

DR. BROOKE. The entire program. It was part of EPDA . . .

MR. HARTOG. Could you explain what EPDA is?

DR. BROOKE. Educational Professional Development Act.

MR. HARTOG. Thank you very much.

I have no further questions at this time.

CHAIRMAN FLEMMING. I would like to raise one question with all members of the panel.

You may or may not be familiar with the fact that when Judge Garritty in Boston issued his phase-2 desegregation order, he included in the order a pairing between institutions of higher education in the area and schools, elementary and secondary schools, including some of the magnet schools.

The order provided that the institutions of higher education paired with these schools would go into a school, elementary or secondary, with the end in view of establishing a partnership designed to improve the quality of instruction in the elementary or secondary school.

The education editor of the New York Times in writing a story on that phase of the order indicated that to his knowledge this was the first time that this kind of a relationship had been worked out.

Plenty of relationships between higher education, elementary and secondary schools, using them as laboratory schools, providing opportunities for practice teaching and so on. It is our understanding that there was a response on the part of the state in making some funds available to help the institutions of higher education, and I think some federal funds have also found their way into that program.

I would be interested in your reaction to that concept that was built into Judge Garritty's order, and would be interested in whether or not you feel that the institutions of higher education in this area could profitably establish that kind of a relationship with elementary and secondary schools.

I recognize the physical problems and so on, so I will just ask you to put that aside for the moment, because where the decision was made to move in that direction in the Boston area, apparently some resources were available.

I am sure they are not adequate, but some resources have been made available.

I am interested particularly in your reaction to the concept, and then as to whether or not you feel it is a concept that could be applied to the Denver area. This would involve not just schools of education, obviously. It would involve the total resources of the University.

DR. WYLIE. I would like to respond.

First of all, I would take exception to the fact that that is the first place that that's been done. It is the first time it has been mandated.

I go back to Philadelphia where Temple University with its student population of about 40,000 students is really closely aligned, even more so than Boston by court order, with the Philadelphia public schools by choice.

Having been in Boston much of my life and having done doctoral work at Boston University, I would tend to think that many of the institutions in Boston have been aloof to the Boston public schools and they needed that kind of direction to become active participants.

I think that in Denver—I know from the University of Denver's point of view that has to be one of our goals, to work very closely with the Denver schools and surrounding area.

We are an urban institution and have that responsibility. I would be concerned if we began to mandate it because I think it is our responsibility and we had better react to that on our own initiative as something we must do.

DR. BROOKE. I would certainly second what Dr. Wylie has said.

We are both publicly funded institutions and it is our function to serve the community. And it seems to me that this is one service that we should perform.

I think that—setting aside the fact that there may not be the funds—that Denver is made to order for such a service.

DR. FORSYTHE. I assume you know I am from a private university and that there is little doubt about the position of our chancellor with regard to this matter.

I think that we would see our position as being one of training teachers to function in the situations that they get in, or the jobs that they take. I would see no problem in our School of Education cooperating in various endeavors.

For instance, we have an organization at the University of Denver called the Center for Teaching International Relations. We didn't really realize they were related to the School of Education, but we are now considering a joint sponsorship.

And in their work, they certainly get involved in a great number of these matters and seem to have funding that enables us to do it.

So we are cooperating in some programs in what they call world-mindedness, and understanding in the social studies area the kind of relationships, and they talk about ethnicity and how we might bring about changes in our teachers.

So we are currently under a Federal grant considering mainstreaming and things like that that could be done.

I think probably we would feel we would like to work with people who would like to have us work with them. We do from time to time enter into specific contracts for specific efforts in this area.

Chairman Flemming. Commissioner Horn?

Vice Chairman Horn. I would like to ask each of you gentlemen this question: Given the public school desegregation being one of the major policy issues of our time, do you think it is appropriate as directors and deans of schools of education to require that all graduates of your respective schools have some certification that they have acquired, at least to some degree, competencies in a multiracial/multicultural environment, or how to cope with that environment?

Dr. Brooke. I certainly feel that that should be the case. We are a very young institution. In 1968, when we developed [illegible] teacher education program, we—we included that as an integral part of two of our courses. One course was out in the core city schools, and the other course was in the classroom.

Since that time, or since the black studies department was established at our college, and the chicano studies department was established, we have lessened the emphasis in those classes on the ethnic areas and have asked our people to take courses with the urban affairs center in chicano studies, black studies or urban studies.

Vice Chairman Horn. Do you require them?

Dr. Brooke. Yes, sir.

Vice Chairman Horn. Dr. Forsythe?

Dr. Forsythe. I am pretty sure that we do not have any required courses in that area. We offer courses, but not at this point required. I don't know if it is important, but probably the last figure I heard, about 85 percent of our students are out of the state of Colorado.

While we do all of our student teaching in this general Denver area, our people come from all over. I don't think we can see our relationship quite the same as Metro with relation to the Denver public system.

Vice Chairman Horn. I take it in the basic answer to the question, though, you feel it is not appropriate to require all graduates to have some certification as to a multiracial/multicultural experience or knowledge of how to cope with that experience?

I am trying to get your philosophical views here.

Dr. Forsythe. Whether I think we should require it?

Vice Chairman Horn. That is right, of all graduates of schools of education.

Dr. Forsythe. Yes.

Well, I am not sure that I know how to answer that. We are all under what we call approved teacher education programs. We submit our plan to the state and if the state approves that program then our students go through that particular thing.

I think probably the closest would be to say that I think we are coming around to thinking about the instituting in our approved program things that we haven't been doing in the past that might be related to this.

Vice Chairman Horn. You feel the state should mandate it before you do it and set the pattern?

Dr. Forsythe. I think we can do what we want to do, and if we would put it into the program I am sure they would accept it.

Vice Chairman Horn. Dr. Wylie, how would you answer the question?

Dr. Wylie. I guess I would have to respond that I believe that everyone should have the exposure to it, and have some background in that area.

But I am concerned with the fact that we take a look at the Federal Reserve study on teachers and so forth, that we think that an institution can train teachers to go anywhere.

I think it is about time we began to address institutions as training for a particular area, and that their teacher preparation program addresses that particular area.

For instance, I think we need very strong urban education programs that really get somewhat involved in the knowledge of the urban environment. I don't think we can do that to everyone. I don't think we should.

I don't think we should turn around and let everybody walk out of an institution thinking they can teach everywhere. I do contend that it takes a special kind of person, a special kind of training to work in an urban community.

I think that, yes, to your question we should have the training. But, no, I think no one should believe that with minimal training they are able to go into an urban environment and deal with all those kinds of situations.

Vice Chairman Horn. I think that is probably correct. My concern comes when schools of education place teachers in field experience and don't really expose them to that urban environment when they have an urban environment around them in which to render that exposure.

Yet eventually, that student teacher or administrator or counselor might well be called upon to cope with such an environment.

It just seems to me that if you have teacher training programs using the public schools, I would hope you would agree there ought to be some assurance that a student has a variety of experience as to what the modern public school is really like.

Dr. Wylie. I would agree with that.

But I would go further and say if you are going to teach in an urban setting, you better have more than just that simple exposure to it.

Vice Chairman Horn. I agree completely, but you have to start somewhere.

I wonder if the other two gentlemen would agree that in your teacher placement there ought to be some effort made to assure that there is at least placement in an integrated, desegregated school for part of that teaching experience.

Dr. Forsythe. Of course, I am really concerned with the mechanics of that.

Most of us do now what we call full-day, full quarter or full-day, full semester student teaching.

If a student would come and say "I would like to be assigned to a particular kind of school area," we generally try to accommodate them in that and to move them from one or two different school situations to insure that particular thing. I guess we haven't addressed ourselves to that.

I guess I feel that you ought to make the opportunities available, but I am not positive that I would want to require that of every student that would come by our way.

Dr. Brooke. We hope that our product is as salable as possible. We place teachers in the Denver public schools, we place them in Cherry Creek, we place them in Jefferson County.

Now, the prevailing philosophy in the Department of Education is that the student that we send out to teach in Jefferson County should have a background in ethnic studies even though their schools may be predominantly anglo. So that is really our position.

Vice Chairman Horn. Dr. Brooke, I would agree with you on that in the sense that what concerns me is people often try to duck the responsibility for using the urban environment, saying, well, our teachers might not teach in the urban environment. But there is hardly a school left in America where you wouldn't have someone of black, Mexican-American, Asian, American Indian descent or other multiracial/multicultural backgrounds.

I wonder if we do any students a favor shielding them from that experience while they are going through their training to the detriment of that poor student. They don't understand when they finally get him in a classroom, be it a rural or urban area.

Dr. Brooke. I can't do anything but agree with what you are saying.

I think we can defend our program as providing this sort of background for the student teachers.

VICE CHAIRMAN HORN. You mentioned all of you have ethnic students programs.

I gathered a hint from one of you that there were joint appointments between the ethnic studies program and schools of education.

Was I correct on that? Does each institution you represent have joint appointments between ethnic studies and the school of education?

DR. BROOKE. I am sorry to report that we do not.

The dean of the School for Urban Studies, who is in the audience, tried to help us achieve that this past year, but we didn't get it accomplished.

There is cross-listing of courses, if you know what I mean.

VICE CHAIRMAN HORN. Right.

DR. BROOKE. Their courses are offered under our education numbers and vice versa. That is the closest we come to it.

VICE CHAIRMAN HORN. How about the University of Denver?

DR. FORSYTHE. Yes. Through our Center for Teaching and International Relations we have a faculty member in the Center and faculty member in the School of Education that team teach and work together in presenting courses that has to do with the ethnicity, in the teaching of the cultural background of various areas, Arab-Americans and a number of others that we are currently dealing with.

DR. WYLIE. The University of Colorado at Denver has close working relationships, but we do not have any joint appointments, and we are not anticipating any in the foreseeable future.

VICE CHAIRMAN HORN. Do you think it would be wise to have joint appointments just as a theoretical construct?

DR. WYLIE. Not particularly.

I think people can work together without having a joint appointment, and in feeling the frustrations of two departments working on promotion tenure merit. I don't see any advantages to that.

VICE CHAIRMAN HORN. What I would like for the record, Mr. Chairman, is—Exhibit 8 would be from the three schools testifying the affirmative action breakdown from their faculty, in the traditional sense that HEW asked for that.

Also from the three schools that are testifying, the placement for the 1975—76 academic year of student teachers in the public schools of Denver and the metropolitan area, with indication by counsel in consultation with the school departments as to which of those schools are, let's say, 50 percent or more all black, all white, et cetera.

I am trying to get a feel for what is the relative experience these student teachers have.

CHAIRMAN FLEMMING. Any question about the request on the part of the vice chairman?

VICE CHAIRMAN HORN. Counsel will spell it out in more detail.

Chairman Flemming. Without objection, that material will be brought together. When it has been brought together it will be entered in the record as Exhibit No. 8.

Commissioner Saltzman. As I understand it, you are asking for the breakdown of the faculty, aren't you?

Vice Chairman Horn. Just in the School of Education.

Commissioner Saltzman. May I ask whether you have any breakdown relative to minority representation in the student body in your respective schools?

Dr. Wylie. I do not have exact figures.

We are trying to identify them now.

In the School of Education, the minority representation of students is somewhere in the vicinity of 14 percent.

Chairman Flemming. You furnish that information to the Department of Health, Education and Welfare, don't you, as part of your routine reporting?

Dr. Wylie. Yes, we do.

Commissioner Saltzman. Could that be a part of your exhibit?

Vice Chairman Horn. It is a good suggestion.

Commissioner Flemming. In other words, we are not asking you to develop any new statistical material. We don't want to get into that business, but the material or information that you furnish HEW on that particular point, we would appreciate it being provided our counsel.

Then we will include that in the record and make that a part of Exhibit 8.

Commissioner Saltzman. No further questions.

Chairman Flemming. Commissioner Rankin?

Commissioner Rankin. I wanted to follow up some of Commissioner Flemming's questions. That concerns involvement of schools of higher learning in the local public school system.

You have mentioned the involvement of the schools of education and that they could be more involved, as you say, here, and could do more.

I am not in the Department of Education. What other departments do you think in your University could be more involved in the local school situation beyond the administration, beyond your department?

Dr. Brooke. In our college, the reading department is separate from the education department. They are very much involved in the public schools, and I am certain that the Center for Urban Affairs is very much involved in the public schools.

The dean of that Center was on the monitoring team for the Denver public schools. One member of it, or the director of the black studies department is a former school board member of DPS.

Commissioner Rankin. My department is one of political science, of government. I just wondered how we could become more involved, or your departments of government here in Denver could become more involved.

Dr. Wylie. The University of Colorado at Denver has initiated a program similar to the one that's been offered in California of taking students and faculty from outside of education, getting them involved in the schools and giving them academic credit for doing so; such as somebody in the area of political science could be working in some of the new social studies programs dealing with government which will help students gain an understanding of the government.

I think it is about time that more people became involved in public education because they have particular expertise, not because they want to teach but that they have something to share on two-week, three-week, four-week module units working with various schools.

This is taking place under a joint educational project that we are doing with the University of California.

Commissioner Rankin. I think the Department of Physical Education would be interested if for no other reason than the recruitment of athletes, anyway.

But I was thinking of my own department.

There is so much that could be done by institutions of higher learning and so little is being done. Temple is quite an exception. I know in my Southern University—but beyond the student practice teaching and a few things like that, very little is being done.

We need leadership there and we don't get it from the universities like we ought to get it.

I am speaking of myself, too.

Dr. Wylie. I think the individual faculty do it. There are fine things going on around the country. It is not getting support of the administrations of the institutions.

Commissioner Rankin. That is correct. It is individual research and individual action.

That is true.

Chairman Flemming. Commissioner Freeman?

Commissioner Freeman. No questions.

Chairman Flemming. Commissioner Ruiz?

Commissioner Ruiz. There is a bilingual educational act, Title 7 of the elementary and secondary education act, has issued rules to achieve competency in the English language.

Keeping in mind a statement Chancellor Mitchell made this morning to the effect that bicultural and bilingual education has been a fumbling, inadequate effort in this community, and in listening to you gentlemen, I am just wondering if any affirmative, positive steps have been taken with the department of education.

The Commissioner of Education has suggested models with respect to pupil-teacher ratios, teachers qualifications and other factors which affect quality of instruction.

There seems to have been a lot of work done in this focus.

Dr. Forsythe, have you taken advantage, has your department taken advantage, or your organization, of the bilingual education act, specifically in funding?

DR. FORSYTHE. At this time we have not submitted any proposals to the federal government with regard to federal funding of bilingual programs. We have not.

COMMISSIONER RUIZ. Are there any specific reasons why you haven't done so or why your board hasn't done so?

DR. FORSYTHE. Well, I think we feel a little bit discouraged about our ability to get into these kinds of programs because of the guidelines that are issued to us.

For instance, there is money for demonstration. And in order to qualify for that, we must first put up considerable front-end money of our own and establish a bilingual/bicultural program within the university before we apparently would qualify to secure additional federal funds to carry it out.

I don't know about all other private institutions, but our's is in budgetary situations that are difficult to deal with. And to man programs for one or two years totally on our own resources is difficult for us to do.

I have attended, of course, a number of sessions with federal people where they have explained what is going to be required if we should be interested in that money.

COMMISSIONER RUIZ. Well now the Commission of Education is authorized to guard fellowships in the field of teaching training for bilingual education.

DR. FORSYTHE. Yes, true.

COMMISSIONER RUIZ. Does that take any extra funding?

DR. FORSYTHE. For them to establish . . .

COMMISSIONER RUIZ. Or is simply an application made?

DR. FORSYTHE. No, we have to establish a program before we can then qualify to award the scholarships, my understanding of it.

COMMISSIONER RUIZ. Have you submitted any program whatsoever to the federal agency?

Dr. Forsythe. No, we haven't.

COMMISSIONER RUIZ. Do you intend to do so in the near future?

DR. FORSYTHE. I don't like to beg off. I came into this job July 1. I have attended a couple of meetings, one in Denver, which representatives came; one in Washington, D.C., with regard to that.

Also, it has been suggested to me by the Chancellor that the School of Education ought to look into this particular area, and I have responded up the channel to the vice chancellor with regard to that.

So I would say at this point we are in the talking stage and no further.

Commissioner Ruiz. Well, in the talking stage, wouldn't it be a good idea to get technical assistance for bilingual education from the Commissioner of Education by writing correspondence?

Dr. Forsythe. Well, I am not at all sure what additional information that he would give me in addition to these two particular meetings that I have attended.

I suppose if we would make a commitment to go into this thing, then obviously we would want to seek the help from all the federal and state agencies that are in that particular program.

Commissioner Ruiz. The reason I am concerned about this is because if I were to come back here six months from now—and from what I am listening to what you are saying, you haven't even reached the preparation stage. How long will this take?

You have to assume a position of leadership, or are you interested?

Dr. Forsythe. Yes, I am interested.

I spent four years in this business once before before I came into this job. I think I do have an interest in the program. I have, you know, serious budgetary problems. You know, you have a budget last year and they say make a new one, but don't increase it. It is kind of hard to institute new programs.

I know people that I think could assist us with this. I think it is a matter of in the next few months we will make a commitment to it or we will not make a commitment to it.

If we do, we will proceed as vigorously and as aggressively as we can, and try to get a program instituted.

Commissioner Ruiz. Your present frame of mind is ambivalent then. In a few months you may make a commitment, then you may not make a commitment?

Dr. Forsythe. I think that is true.

Commissioner Ruiz. The reason I was making these queries, one of the reasons the Supreme Court held that Hispanos were an identifiable class subject to the protection of the 14th Amendment, but was not only—amendment was not only ethnicity, but as well, language and culture.

In this total desegregation picture we are talking about, as a matter of law, do you expect to in the future make some preparation in the subject that I just mentioned; is that correct?

Dr. Forsythe. Are you still talking to me?

Commissioner Ruiz. Yes, I am still talking to you, sir.

Dr. Forsythe. Well, I may be having a little difficulty determining whether or not we are talking about desegregation or whether we are talking about the undergraduate teacher education programs that we conduct at the University of Denver.

I think in terms of the undergraduate teacher education programs that we are going to be dealing with, there are a myriad of these federal programs.

They are almost numberless. There is career education and there is the bilingual/bicultural, there is the economic education, there is the mainstreaming. All these problems descend on us at once.

So it isn't really a matter that all we have to do with at any given time is this one particular program.

If I can speak to the matter of whether or not I think that we will get into training programs that will deal with bilingual/bicultural problems, I think that, yes, we will.

CHAIRMAN FLEMMING. Any other questions?

If not, we are grateful to you for coming here today and sharing with us your programs, description of your programs, your plans for the future.

Again, I think I express the feeling of my colleagues that higher education generally, especially through the schools of education, can play a very, very important role in getting desegregation on a solid basis.

We take note of what is now happening and some of your plans for the future.

We appreciate your sharing this with us very, very much. Thank you.

Counsel, call the next witness.

MR. GLICK: Mr. Chairman, the next witnesses are Mr. Minoru Yasui, Executive Director of the Denver Commission on Community Relations; and Mr. Art Dill who is Chief of Police of the Denver Police Force.

[Whereupon, Minoru Yasui and Art Dill were sworn by Chairman Flemming.]

TESTIMONY OF MINORU YASUI, EXECUTIVE DIRECTOR, DENVER COMMISSION ON COMMUNITY RELATIONS AND ART DILL, DENVER CHIEF OF POLICE

MR. GLICK: Please state your name, address and occupation.

MR. YASUI: My name is Minoru Yasui. I reside at 1150 South Williams Street. I am the Executive Director of the Commission on Community Relations for the City and County of Denver.

CHAIRMAN FLEMMING: Mr. Glick, I think, speaks as former President of the University of Oregon, and the record should also show Mr. Yasui is a graduate of the University of Oregon.

MR. GLICK: Thank you.

MR. DILL: I'm Chief of Police, City of Denver, 3293 South Willow Court, Denver.

MR. GLICK: Thank you.

Mr. Yasui, can you very briefly tell us the jurisdiction and authority of the Denver Community Relations Commission?

MR. YASUI: The Commission on Community Relations is a civic agency that is empowered by ordinance to be involved in the whole field of community relations so far as the City and County of Denver is concerned.

We have a certain geographic limitation, that being the City and County of Denver.

So far as the statutory powers are concerned, we are to inform the community with regard to community relations affairs, to assist the community departments, and finally to assist in the elimination of prejudice, discrimination insofar as education, housing and these kinds of matters are concerned.

MR. GLICK: Mr. Yasui, the Board of Education and the school administration of the City of Denver is completely independent from the city government itself. But nevertheless it is my understanding that when the school desegregation order came down in April of 1974, the mayor asked you to represent the City in undertaking to do whatever was necessary to promote harmonious implementation of the order.

Could you describe for us some of the actions that your Commission took?

MR. YASUI: Well, very specifically as you have indicated the City administration felt that the matters of schools so far as educational matters are concerned were the exclusive domain and jurisdiction of the Board of Education. However, as is obvious, if there are problems within the schools, and these spill out into the homes, the streets, it becomes a community problem.

Because of this regard, the Mayor of the City and County of Denver did indeed instruct the Commission on Community Relations and its staff to be involved in whatever is necessary to try to alleviate the tensions that occurred at that particular time.

If you are referring specifically to 1970, did you say?

MR. GLICK: 1974.

MR. YASUI: 1974. At that time there was an order, as I recall, for desegregation of a number of schools, and obviously when there are disruptions in the ordinary transactions of schools, there are people who are somewhat excited, emotionally involved. Certainly this is an emotional issue.

The administration of the City directed the Commission staff members to be involved wherever we could with the parents, and particularly the students when they are not in the school grounds or in the school buildings itself.

Does that answer your question?

MR. GLICK: Yes.

I would also like to ask if there is any continuing relationship or activity that the Human Relations Commission has undertaken with respect to the schools or the children that are attending school?

MR. YASUI: Yes. I would answer in the affirmative in two respects. First, the court order requires a certain amount of in-service training of all personnel of the Denver public schools. The Denver public schools administration has listed various kinds of organizations and resources. The City Commission on Community Relations is listed as one of these resources, and we have had close working relationships with the administration to assure that there is a smooth interlocking of the kinds of resources the Commission itself can bring.

At the staff level, our staff people are involved with the various schools where there are some problems and have been working very closely with the teachers, the principals, the parents in the various schools involved.

At the other level, we have a Commission on Youth, which is composed of 36 Commissioners, half of whom are youth and half are adults. The Commission on Youth is also concerned, of course, with those kinds of programs that will allow the best fruition of the talents and resources of the young people, and in this connection, we work closely with the Denver public schools as well as all other agencies dealing with youth affairs.

Mr. Glick: Thank you, Mr. Yasui.

I would also, for the record like to indicate, Mr. Chairman, that Mr. Yasui is an active member of the State Advisory Committee of Colorado to the United States Commission on Civil Rights.

Chairman Flemming: Thank you. We appreciate your service in that capacity.

Mr. Glick: Now turning to Chief Dill, when it was apparent that an order was going to be issued by the court in the spring of 1974, and it was also apparent that there were some high feelings in the city among certain elements, did you feel it was advisable for the police department to begin some contingency planning with respect to any possibility of violence or disorder?

Mr. Dill: Well, yes, you always do this on the basis of preventive mode. At that time we had had the meetings with Mr. Yasui and some of the youth groups, but more specifically with the school administration, with Mr. Kishkunas, Mr. Stenmark, and a few others on the staff, Dr. O'Hare, in relationship to what they felt in that two month period prior to the school ending in June as well as the problems they may face in relationship to start-up of school in September of 1974.

From that we do have a school resource officer program in which we have a lieutenant and a sergeant, and seven men who are assigned strictly to the schools. They are liaison to the junior high feeder schools and to the senior high, and occasionally to the elementary school.

From this we are taking the information that was flowing in a free flow approach from the schools, from the community and from that other information from the police officers, themselves. From that we did have some circumstances by which we felt that at one of our high schools we might have a problem.

As such, there were meetings from the police command with the school administration, and the school administration, of course, to the school board who have the ultimate responsibility. We enabled the officers from that to go to that school that specific week to determine if there was any possibilities.

We did have alert circumstances, not uniform cars in the area, but available to them along with the helicopter surveillance, and as such, no problems came out.

MR. GLICK: Then do I understand that your major concern from a law enforcement standpoint was inside the schools themselves, rather than in terms of street action by adults?

MR. DILL: Well, it would be both. We had that responsibility, of course, from the adult, and in all reality, we felt we had more of a problem probably from the adults than we would from the youth, which, of course, the aerial surveillance and that availability of the other cars not immediately there, but in the adjacent vicinity precluded any problems from developing which took place.

MR. GLICK: Did you have any kind of public information program to let the citizens of Denver know that you would not tolerate any kind of violent activity?

MR. DILL: Not as such because whether it is at the schools or anywhere else, we will not tolerate violent activity.

MR. GLICK: And that is already well known in Denver?

MR. DILL: Yes, it is, I hope.

MR. GLICK: Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING: Commissioner Freeman.

COMMISSIONER FREEMAN: Mr. Yasui, and also Chief Dill, I'm interested in the extent to which there were human relations seminars sponsored by the agency and the extent to which the members of the police department has participated in such seminars.

MR. YASUI: Well, very specifically, so far as human relations seminars are concerned, dating back to about 1970, the schools themselves, of course, conducted an in-service kind of courses to help the teachers and administrators. Very directly so far as the police are concerned, the Commission on Community Relations is involved in 40 hours training with the police recruit classes.

This does not necessarily specifically relate to the schools. However, we have an 8-hour session where we take the police recruits and bring them to either West High School or East High Scool so they have an opportunity to find out how young people think, and in particular, the minority students at both East and at West.

So there are planned programs that have been going on, gee, for the last 6, 7, 8 years.

COMMISSIONER FREEMAN: Chief Dill, do you have any additional comments?

Mr. Dill: Even in furtherance of what Mr. Yasui has said, we have from the police department had the meetings with the schools in which the school resource officers have had instructional purposes to the principals as well as the custodial staff in relation to bomb scares, emergency measures, and were assisting in the implementation of the school aid which is the security program for the school, which our police officers actually developed the course in conjunction with the school administration.

And of course, this prior background that we have had through Mr. Yasui's Commission in which our officers are exposed to, in fact, it was a take-home-to-lunch operation. So that the newly arrived officers would be able to understand.

COMMISSIONER FREEMAN: One of the concerns was that the recruit received the training, but the older officer may or may not have received the training, and the recruit received the training or may have received the training on a one-time basis.

My question is, is there any provision for these additional courses to be held on a regular basis?

MR. DILL: In 1974 we established the first, for the first time, an in-service training program in which every officer including myself has to attend 40 hours in that given year. From this we had the citizens advisory board headed by Dr. Jim Gilson from Regis College who put forth the community crime prevention concepts along with an awareness program to the social problems that emanated.

This was the very first program that was established early in 1974. This was the first time the police department had ever been in that position, to have an in-service training on a formalized basis.

COMMISSIONER FREEMAN: Is it contemplated this will be on a continuing basis?

MR. DILL: Yes, ma'am.

COMMISSIONER FREEMAN: Thank you.

I have no further questions.

CHAIRMAN FLEMMING: I would like to ask one question at this point.

In connection with your planning for the implementation of the desegregation order, did you engage in any type of joint planning with the state and with the Federal government through the Department of Justice?

MR. DILL: We did have, with the people from the U.S. Commission, we had some of their input as to many of our problems throughout the past few years. So we have utilized some of their input as well.

CHAIRMAN FLEMMING: What I am thinking about right now particularly is the law enforcement aspect of the issue. You were doing, some planning from a law enforcement point of view for the implementation of the order.

Was there any joint planning A at the state level, and then, B, at the federal level, particularly through the Department of Justice?

MR. DILL: To my knowledge, no, sir.

CHAIRMAN FLEMMING: There was none.

Do you have any point of contact with the Department of Justice on this matter or other matters on a regular basis? Is there a Department of Justice official who is identified as your point of contact?

Mr. Dill: Well, we have a very close working relationship with all of the members of the Department of Justice, the FBI, because of any federal civil rights violations that may take place. Also with the Commission, the Federal Commission.

We've had those people at our disposal in relationship to our Chicano problems. We have worked with Mr. Yasui and myself over the past 5 years. But as to the school desegregation, not specifically on that. It was more in a generalized terms rather than implementation of the desegregation order.

Chairman Flemming: How would you characterize your relationships with the Department of Justice?

Mr. Dill: I think they are very very fine in the City of Denver.

Chairman Flemming: All right.

Commissioner Rankin?

Commissioner Rankin: No questions.

Chairman Flemming: Commissioner Saltzman?

Commissioner Saltzman: Mr. Yasui, could you describe the City administration's public attitudes with respect to its commitment to the concept of equal educational opportunities, in particular with respect to two areas: its determination to maintain the peace using all of the resources of the City; and secondly, its moral leadership in arousing citizens' cooperation with this goal?

Mr. Yasui: I believe the best answer would be that insofar as the educational courses, the curricula, the administration and so on, it is fairly well defined in the Constitution of the State of Colorado indicating that the elected school board shall have exclusive jurisdiction. Because of this, City administration is a little nervous about interfering in the internal administration of the school board here in Denver, but again, obviously as I have indicated before, anytime there are problems within the schools and it spills out, it becomes a concern of the City administration.

I think probably the greatest strength has been that in the City and County of Denver, both the administration and those even who oppose the specific court order have felt that obedience to the law is a very important and integral part of our community.

I believe that the City administration has always backed this kind of a stand, that if there is a law on the books, it should be obeyed by law-abiding citizens.

Commissioner Saltzman: May I pursue it a little further, please?

Mr. Yasui: Sure.

Commissioner Saltzman: Has the mayor at any time, for example, or any other top City administrative official or elective official taken a public posture to support and to arouse community support for the concept of equal educational opportunity for minorities?

Mr. Yasui: I would probably have to indicate I am not aware of any such public announcement. However, I think it would be amiss of me not to point out that the present president of the Board of Education is a member of the mayor's cabinent. Certainly one of the employees of the Commission on Community Relations since about '65 to '71 was also a member of the Commission of Community Relations as well as a member of the Board of Education.

So there has been that very close kind of a relationship. However, so far as the official City stance is concerned, there has been to my knowledge no particular declaration.

The Commission on Community Relations composed of 15 citizens, however, has taken stands as far back as 1968, 1969. As a matter of fact several of us who are now associated with the City administration have served on the Equality of Educational Opportunity Council back in 1963 and 1965. As a matter of fact, in 1967 I wrote that final report.

COMMISSIONER SALTZMAN: Would it be fair then for me to characterize what you're saying in this sense: that though no public pronouncements have been made, the elected officials of the City and in particular the mayor, have shown by their deeds a commitment to at least the peace of the City as well as the commitment of the City to administer the laws as determined by the Federal Court?

MR. YASUI: That would be a correct statement, sir.

COMMISSIONER SALTZMAN: May I ask you, I see that you have been serving as the director of the Commission on Community Relations since 1967. Could you characterize the attitudes of the community on this issue from the early 70s to the present day? Has there been any significant change, and if there has been, what has contributed to the changes?

MR. YASUI: Mr. Saltzman, I think I would step back a little bit further than 1970, before the actual court orders came upon the scene. There was great concern within the community that a junior high school could be built on the corner of 32nd and Colorado Boulevard, would indeed become a segregated black school.

Because of this concern at that time, the school board did allow a citizens council on equality of educational opportunity to become—investigate the problems and suggest various solutions. Unfortunately no specific action was thereafter taken.

As soon as the case of Keyes versus the Board of Education came about, certain court orders were handed down, certain mandatory bussing was required in the City and County of Denver, we did have problems. There is no question.

As I recall, particularly during 1969 on the west side where we had the large concentration of the Chicano population, there were disturbances. Again, the George Washington High School in 1970, there were rather large scale disturbances and many of Chief Dill's men were involved.

But since that time I think the tenor and temper of the community has been that there is no point in burning, there is no point in destroying property. Certainly people are getting hurt and this is no way to solve the problem. I think the total community has come to the realization that through the courts of law, through Congress or whatever means that is legal, that is necessary to change the law as it now exists, would be the far better way to go.

I think underlying all this is the fundamental concept that people believe education of children is important, and because of this kind of feeling, I think there has been an acceptance as it were of the mandated court orders at the present time.

Commissioner Saltzman: But is there a further or growing acceptance of the principles behind the court order of equal educational opportunity?

Mr. Yasui: I think philosophically and intellectually we all accept this except when it is time for your kid to be put on a bus and sent 20 miles away.

Commissioner Saltzman: Can you indicate, you say there has been a change. What do you think has contributed to the change where now observance of the law is the pattern in the City? What has brought that change?

Mr. Yasui: I think we have gone through the baptism of fire, that during the early 1970s, certainly 1969, we saw considerable disruption. But certainly that did not aid or assist or abet the educational process. I refer again back to the George Washington situation where the school of some 3600 students was closed down for 10 days. That helped no one.

As the Commission staff and many citizens from that particular community went in to reestablish some semblance of order so the educational process could go forth, indicated a far, far better way to try to handle and resolve these kinds of questions. So I think it is a realization that the violent action is certainly no answer.

Commissioner Saltzman: Could you possibly inform us if you have the statistics, of the demographic changes that have taken place in the City? Is the City becoming more concentratedly a minority city?

Mr. Yasui: Very definitely so. According to the 1970 Census, as I recall, the population of Denver was 514,000. Of that population approximately 86,000, or 16.8 percent, were Chicano or Hispano. Approximately 50,000 were black or a little bit less than 10 percent. The other population, of course, the American Indian and Asian, probably constitutes about 1 percent.

However, the 1975 estimate, 5 years later, we are told that the population of Denver is probably 524,000, that the Hispano population probably now exceeds a hundred thousand or exceeds 20 percent. That the population of blacks is probably excessive of 60,000, which now means probably about 12 percent. The Asian and American Indian population is probably close to 15,000 or 3 percent. In other words, instead of 27 percent, we are probably up to 35 percent minorities.

I think the more significant figure would be to look at the Denver public schools. We know that in 1969 we had something like 96,000 student population. In 1975 the student population is now 76,000. The biggest loss has been in the Anglo children.

We know that in 1975, October, that the elementary schools had 52 percent minority children, that the majority, the Anglo, not majority if it is only 48 percent, but the proportion has suddenly shifted from 52 percent minorities to 48 percent majority.

Commissioner Saltzman: We get what you are saying.

Mr. Yasui: Junior high school, it is now even 50—50. It is only at the senior high school level where we have still 57 percent Anglo and 43 percent minority. So there has been a shift.

Commissioner Saltzman: As we project the next 5 years, would you then assume that what is being accomplished now by bussing will be inevitably self-defeating because the City will become a minority concentrated of the poor, the black, the Chicanos, the Asian? Can you see that happening?

Mr. Yasui: I hate to admit to being a pessimist so I refuse to accept that as a possibility. I think if the educational system is made to be responsive to the needs of the children, if indeed our schools can be the best schools in this area, this kind of trend can be reversed.

I would also mention the Urban Observatory study, that it isn't the schools that cause the out migration of Anglo families, but primarily the quality of life in the city, secondly streets, third traffic, fourth or fifth it was the schools. So I would not admit that this is necessarily the only kind of thing.

I think that the City administration, the schools and indeed society itself if it would devote and invest within the urban centers, we can make Denver a better place in which to live.

Commissioner Saltzman: We appreciate that point I'm sure. It is very significant.

One further question on this line. Do you foresee the need possibly for inclusion of some of the suburban school system into the city school systems?

Mr. Yasui: I think this is the only inevitable answer because as long as a family can flee beyond the political boundaries of the City and County of Denver because he is afraid of certain things, that person will flee. But if there is no place to run, we would hope that these families will stay and help solve this problem.

Commissioner Saltzman: Chief Dill, may I ask you, do you have an affirmative action program in terms of hiring for staff?

Mr. Dill: Yes.

Commission Saltzman: Do you have any idea of the proportion of minorities on your staff?

Mr. Dill: Well, in 1969 we had at that time 18 Chicanos and 19 blacks. I believe today we have about 83 black and 147 Chicano officers. And others from the Asian, Indian, so forth.

Commissioner Saltzman: Is there a report that you have to make on this to the LEAA?

Mr. Dill: No. We did go into a Federal Court hearing in which a stipulation was made in 1972. And we are on a one-to-one hiring ratio at this time. The composition right now would be about 18.9 percent minority on the Denver Police Department.

COMMISSIONER SALTZMAN: In the staff interview if I may refer to that you have been damaged and stabbings have occurred because of racial tensions. The press has refrained from reporting these events.

May I ask whether you could comment on whether that is an accurate statement reflecting what you said?

MR. DILL: Me?

COMMISSIONER SALTZMAN: Yes. That is a staff interview with you carried on by Cleveland Lee on January 5th, 1976.

MR. DILL: I think it is a little taken out of context as to what is taking place. Any time that, as I said in that interview, we do have circumstances of minority and majority youths getting into fights—but I don't think it is because of bussing or anything else. It is because of personality of youth.

We had it when I was in high school some 38 years ago. But there are some that are reported, there are some that are not.

COMMISSIONER SALTZMAN: Thank you, sir.

CHAIRMAN FLEMMING: Commissioner Horn.

VICE CHAIRMAN HORN: Chief Dill, let me ask you, do you he any responsibility for the enforcement of the attendance laws?

MR. DILL: No, sir.

VICE CHAIRMAN HORN: Whose responsibility is that?

MR. DILL: That would be to the school administration.

VICE CHAIRMAN HORN: In other words, if you see children who are between the ages of 14 and 17 wandering around the streets of Denver, there is no obligation on the part of the police department to ask them why they aren't in school?

MR. DILL: They can, and notify the school.

VICE CHAIRMAN HORN: Do they?

MR. DILL: Yes.

VICE CHAIRMAN HORN: Do you see much truancy on the streets of Denver as a result of the desegregation order?

MR. DILL: No, sir, not to that degree. We have the dropout, but of course, that would be that they are completely out of school and of course that is a parental and school relationship if they are not involved in a criminal act.

VICE CHAIRMAN HORN: Thank you.

CHAIRMAN FLEMMING: Commissioner Ruiz?

COMMISSIONER RUIZ: No questions.

CHAIRMAN FLEMMING: One question I would like to ask, Mr. Yasui, growing out of the dialogue with another member of the Commission.

One of the things that we are interested in ascertaining as we hold hearings of this kind in various cities is the character or the nature of the political leadership relative to court-ordered desegregation. Now, I think you and Commissioner Saltzman engaged in dialogue on this and

I would just like to ask, is the mayor the chief executive officer of the city?

Mr. Yasui: He is.

Chairman Flemming: Did the mayor at any time make a statement in support of the judge's order?

Mr. Yasui: To my knowledge, no, I don't recall of any.

Chairman Flemming: Did the mayor at any time to the best of your knowledge make a statement in opposition to the court order?

Mr. Yasui: That I am sure he has never done.

Chairman Flemming: Then I gather from your previous dialogue that the mayor and others in elected position have from time to time taken a position in support of the implementation and enforcement of the court order?

Mr. Yasui: Lawful legal implementation of the law, yes.

Chairman Flemming: Thank you.

Mr. Yasui: Mr. Chairman, if I may, speaking of the mayor, I was asked by the mayor to be sure to extend his warm greetings to all of you and to express his regrets that he personally could not attend. As a matter of fact this morning I had prepared a statement for and on behalf of the mayor and I submitted the original to Hester Lewis, I believe. I would like to request your permission that that be entered into the record.

Chairman Flemming: Without objection that will be done.

Chairman Flemming: Is there anything further you would like to add to the record?

Mr. Dill: I think it should be pointed out that the mayor prior to those set of circumstances did through our career service, which has the hiring of all the civilians other than those in the civil service which are the police and fire, implemented in the late 60s and early 70s the equal opportunity in which through our career service, I believe we have probably one of the finest ratios in relation to minority hiring, about 33 percent.

Chairman Flemming: That is in connection with what we sometimes refer to as the career civil service operation within the City of Denver.

Mr. Dill: Right.

Chairman Flemming: Are there statistics on that in the mayor's statement?

Mr. Yasui: There is not. I would have to obtain a career civil service survey and that would indicate approximately 33 percent.

Chairman Flemming: I see.

Commissioner Freeman: May I ask, sir, does this mean that it is at the top levels, at the decision-making levels?

Mr. Yasui: It is at all levels. However, unquestionably as you know it is primarily at the low levels. However, I think throughout the City administration you will find minority persons.

Commissioner Freeman: We will find them, but how many of them?

Mr. Yasui: Not as many as there should be.

Chairman Flemming: The Commission has been helped a great deal by the information that both of you have presented to us. It is very clear that your intimately acquainted with this issue and that you have been involved in it, both of you, in depth.

We are grateful to you for sharing the information and points of view with us.

I am told that although we had arranged for two reporters, that today there is only one reporter. So in fairness to that one reporter, I am going to have a 10-minute recess. We'll start promptly at—

[Recess.]

Mr. Glick: Before we begin with the next witnesses, I would like permission to introduce into the record a documented entitled "Emergency Procedure Plans of the Denver Public Schools" which was prepared by the police department and in conjunction with the Department of Public Schools.

Chairman Flemming: Without objection, that will be done and entered as Exhibit Number 10.

[Whereupon, the document referred to was marked Exhibit No. 10 for identification and was received in evidence.]

Mr. Glick: Mr. Chairman, our next witness consists of a group of federal officials, senior officials here in Denver. They are: Samuel Martinez, Chairman of the Federal Regional Council; Michael Norton, Chairman of the Federal Executive Board; Dr. Leon P. Minear, Regional Commissioner of the U.S. Office of Education, Region VIII, Department of HEW; and Mr. Gilbert Roman, who until very recently, last month, I believe, was Regional Director, Office of Civil Rights of the Department of Health, Education, and Welfare.

Chairman Flemming. Gentlemen, I will ask you to stand, raise your right hands.

[Whereupon, Samuel Martinez, Michael Norton, Leon P. Minear, and Gilbert D. Roman were sworn by Chairman Flemming.]

TESTIMONY OF SAMUEL MARTINEZ, CHAIRMAN, FEDERAL REGIONAL COUNCIL, REGION VIII; MICHAEL NORTON, CHAIRMAN, FEDERAL EXECUTIVE BOARD; LEON P. MINEAR, REGIONAL COMMISSIONER, U.S. OFFICE OF EDUCATION, HEW; GILBERT D. ROMAN, FORMER REGIONAL DIRECTOR, OFFICE FOR CIVIL RIGHTS, HEW, REGION VIII.

Mr. Glick. Gentlemen, will you each please identify yourself by name, occupation and address?

Mr. Roman. I am Gilbert Roman, University of North Colorado.

I live in Lakewood, Colorado, 8355 West Dakota Place.

Mr. Martinez. I am Sam Martinez, Regional Director for the U.S. Department of Labor, Region VIII, serving as Chairman of the Federal Council; 1053 South Beach Circle, Lakewood, Colorado.

Mr. Minear. Leon Minear, Regional Commissioner for the U.S. Office of Education. I reside here in Denver.

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Mr. Norton. I am Michael J. Norton, Regional Commissioner, U.S. Office of Education, HEW. I reside at 2655 Van Gordon Drive, Lakewood.

Mr. Glick. Thank you.

We are holding hearings this week on the desegregation of public schools in Denver following the court order of 1974.

The federal agencies which two of you represent have had a direct impact and relationship to the desegregation process.

We are interested in finding out about that.

We are also interested in finding out the role of the Federal Executive Board and the Federal Regional Council.

I would like to begin with Dr. Minear and to ask him; in your capacity as Regional Commissioner of Education, what kind of services has the Office of Education made available to the Department of Public Schools in Denver, particularly with respect to desegregation?

Mr. Minear: Before I answer that question may I give you for the record the material that your staff requested?

In answer to your question, Mr. Glick, after the Supreme Court remanded the Denver Case back to the Denver Federal Judge we acted, I think, on a very low level, a minimal kind of basis as a group that helped communications more than anything else.

The original—after the thing was remanded, the Judge asked if my office—if I would act as his general liaison for carrying out the court orders.

He indicated that the judgments that were due next were all educational judgments.

I concurred.

My office in Washington felt there might be a conflict of interest grow out of that. So I recommended to the Judge the Harvard Education and Law Organization from which he got Dr. Finger.

After that time we had very little officially to do with it excepting I believe Dr. Kishkunas on numerous occasions would call my office. His counsel did on one occasion. Members of the State Board, members of the parent group who instituted the original litigation called, usually with a request to help pass on a message to somebody.

Not being an attorney as you are, sir, I am not sure under what conditions they exist, but I guess when something is under court order or actually before the court, certain parties could not approach the Judge, or something of this sort. And occasionally we acted to facilitate communications.

That extended over a period of about the first year and then became minimal and now I think this last year has ceased to exist.

Mr. Glick. Dr. Minear, the documents which you handed to me are a list of grants which have been made to the Denver Public School System by the Office of Education. They are not otherwise identified. But I would like the record to show that the documents were given by

Dr. Minear and they were prepared, I assume, in the Office of Education, Regional Office, here in Denver.

Dr. Minear. Yes, sir.

Mr. Glick. With your permission, I would like these documents introduced into the record as Exhibit 11.

Chairman Flemming. Without objection, it will be done.

[The documents referred to were marked Exhibit Number 11 for identification and were received in evidence.]

Mr. Glick. Dr. Minear, the documents indicate a wide range of programs of Emergency School Assistance Act programs and Elementary and Secondary Education Act programs. Was there any increase in the funding that went to Denver? Has there been any increase since the desegregation order was first issued in April of '74?

Dr. Minear. May I ask a question of my staff? Al, are you there someplace? Did ESAA start after that date?

Chairman Flemming. If you want to join them, that is okay.

Dr. Minear. I believe not if that program started—the ESAA program started about the same time. They are now up to not quite two million. It was being started at the time, but I guess they received several million dollars in addition.

I know also a significant increase for which I cannot account in the School Lunch Program, went up about a million dollars in that time.

Mr. Glick. Does the Office of Education do any kind of monitoring over the use of the funds, Dr. Minear?

Dr. Minear. Yes, we are required to monitor within the capabilities of the Office which generally means within the staff capabilities given us by the Congress.

Mr. Glick. One of the questions that has arisen in Denver because of of the desegregation is the question of Title I money, Elementary and Secondary Education Act funds, whether the funds that were going to schools where there was a concentration of eligible children would follow those children when they were moved to other schools through the desegregation process.

Can you give us an idea of what has happened?

Dr. Minear. Under the law under Title I this money is available for a school district to spend in high areas of the disadvantaged.

If you bus the children to better neighborhoods, the money does not follow the child.

Mr. Glick. The money does not follow the child. So therefore the services that were previously available to the child would not be?

Dr. Minear. That's right. That is under federal law.

Mr. Glick. Now, if you—

Dr. Minear. Let me say further, however, there is another law. We have got laws on both sides of that. The Emergency School Act provides money for the latter part, so if they come out from under the Title I under a bus situation, they may avail themselves—am I right—of the Emergency School Assistance funds.

Mr. Glick. So then the child would receive the same services and benefits, although perhaps under a different federal funding program?

Dr. Minear. Depending on how the local school district organized it.

In other words, the school district might institute a unique program for a Title I child in a ghetto neighborhood. If the child were bussed out to a better, or one of the surrounding areas, or to a different area, and came under the ESA Program, there might not be the same program as you would have, as the one they started in the ghetto school.

But that is up to the local district. How they want to handle it.

For example, most of the downtown or older schools have very poor libraries, they were built many years ago. One of the things we tried to do under Title I has been to build better study facilities, libraries, media of various kinds.

Out in some of the suburban schools that have been built in recent years, that problem has been taken care of, so there would no longer be the need of taking the funds for libraries or the media to put out into the other area. It is already there. So that money could be used for something else.

Mr. Glick. Do you know whether in Denver as a fact, the Department of Public Schools has organized its grant programs in such a way that the child from the inner city who was previously covered by some Elementary and Secondary Education Act Title I programs is in fact now covered by some Emergency School Assistance Act?

Dr. Minear. I would like to defer that question to Mr. Macias.

Mr. Macias. The services being rendered are not exactly similar, no.

There would be some areas where the services they might be the same but then again we have different schools where the services might be entirely different.

The attempt to match both programs directly has not been made.

Mr. Glick. Mr. Macias, could you identify yourself for the record?

Mr. Macias. My name is Albert Macias, Program Manager for Equal Educational Opportunities under Dr. Minear's jurisdiction.

Mr. Glick. Thank you.

I would like to turn to Mr. Roman, if I could, and ask for you to describe for us the general role of the Office of Civil Rights and what its specific role has been here in Denver.

Mr. Roman. The Office of Civil Rights is empowered under Title VI, 1974 Civil Rights Act, Executive Order 11246 as amended by 11385, Title IX, education amendments of 1972.

The Office of Civil Rights has a role of enforcement of complaints in those particular areas.

Your question related to Denver in what way?

Mr. Glick. I am interested in knowing whether there has been a Title VI review ever made.

Mr. Roman. There has never been a Title VI review done of the Denver Public Schools.

Mr. Glick. Have there been reviews of specific programs?

Mr. Roman. There has.

Mr. Glick. Can you tell us which ones?

Mr. Roman. Yes, ESSA and Lau.

The results of the ESSA was that they were found to be in compliance. However, we had some specific problems with student discipline and focusing on suspensions of students which have not been resolved yet.

The Lau review has not yet been completed. We are currently on site. We will have those results within the next couple weeks.

Mr. Glick. When you refer to the Lau review, you mean the review to see that the requirements of HEW which stem from the Lau v. Nichols decision in San Francisco a few years ago are being met?

Mr. Roman. That's correct.

Mr. Glick. This review is still in process?

Mr. Roman. It is.

Mr. Glick. What is the status of the review on ESSA on the disciplinary question?

Mr. Roman. At this point in time we are still in a letter war, if you will—that is in quotes—with the Denver Public Schools.

We have corresponded with them. I was last on board on Jan. 4th, so I cannot speak officially in the capacity of Civil Rights Director as of January 5th.

However, prior to that time we had let the Denver Public Schools know back in the early summer, late spring, that we had found that in our ESAA review, that out of junior high school students, out of a total minority—correction, out of a total population of 46 percent minority students we found 74 percent of those minority students were being suspended. We found that to be at least—I think my wording was a little high.

Mr. Glick. In cases where this paper war did not resolve itself and there was no arrangement made by which OCR was satisfied with the Denver Public School System's process, what action would the OCR then take?

Mr. Roman. Are we talking about a hypothetical situation or a real situation? A real situation?

Mr. Glick. Yes.

Mr. Roman. We will find them in non-compliance, of course, and we would remand that case to our national office for further action.

Mr. Glick. Further action could be of what nature?

Mr. Roman. Deferrment of funds sanctions. That is, of course, ultimately what we would try to do, would be to try to work that out somehow so we could serve the kids through equal Educational Opportunity. That is first and primary.

If that would not work out, if all negotiations in voluntary compliance failed, we would remand it to Washington, our national office.

Mr. Glick. Thank you.

I would like to turn to Mr. Martinez and ask not so much about the role of the Department of Labor, which I would assume from its function would have been minimal directly in the desegregation process in Denver, but I would like to ask you about the role of the Federal Regional Council.

This is Federal agencies dealing with federal issues. Does it ever become involved in local issues such as school desegregation and has it here in Denver?

Mr. Martinez. We do, Mr. Glick, frequently get involved in state and local issues. However, the policy of the Council has been, except in those extreme situations where emergency situations occur, that the Council does not intervene into state and local affairs unless they are requested to do so.

In regard to school desegregation, the Council has not participated actively in any kind of activity as far as school desegregation is concerned.

We do have sitting on our Council the Director of the Community Relations Service for the Department of Justice. And we did have Mr. Leo Cardinas who is that Director report to the Council early on before the implementation of the court order to the Council what they anticipated might be issues or concerns with which the Council could get involved.

After the completion of that report it was determined that it was not appropriate for the Council to get involved in any of the issues since they seemed to be well under way.

The resources of the federal government apparently were being utilized as best they could be at that point to our knowledge and no further request either from the School District or City and County of Denver or the state came to the Federal Regional Council for assistance or additional information.

Mr. Glick. Mr. Martinez, I should have gotten in the record earlier, but I would like to now: what agencies are represented in the Federal Regional Council?

Mr. Martinez. There are currently eleven agencies by Executive Order.

Let me see if I can recall them all.

There is the Department of Labor, HEW, Department of Interior, the Department of EDA through the Commerce Department, Department of Transportation, Department of Housing and Urban Development, Community Services Administration, Department of Agriculture, Law Enforcement Assistance Administration, and Environmental Protection Agency.

I think that covers it.

They are primarily what is referred to as the socioeconomic agencies in the federal government.

Mr. Glick. While they may individually as agencies have some impact such as HEW, as a funding agency, the Council itself cannot take any specific action?

Mr. Martinez. The Council did not. The Council is established as a coordinating mechanism at this level for the purpose of bringing together services or activities that cut across agency lines.

If such requests came to HEW, as they obviously did, and to other departments of government, they felt individually they could respond to those effectively and need not involve the coordinating mechanism of the Federal Regional Council.

Mr. Glick. Thank you, Mr. Martinez.

I would like to turn to Mr. Norton, who is Regional Director of the General Services Administration but is also presently Chairman of the Federal Executive Board and go through some similar questions.

First, what agencies are represented in the Federal Executive Board?

Mr. Norton. All agencies, Mr. Glick, with headquarters or field establishments in the Denver metropolitan area, are represented on the Denver Federal Executive Board. That encompasses some 90 federal agencies.

Mr. Glick. What is the purpose of the—for what purposes does the Federal Executive Board exist?

Mr. Norton. It principally serves to improve, strive to improve economy, efficiency, and effectiveness of intergovernmental federal government operations.

To that end is mandated by the Office of Management and Budget to pursue national mandatory objectives such as minority business opportunity, such as assistance to the elderly, such as productivity improvement and such as energy conservation.

Additionally, the Federal Executive Board is voluntarily entitled to adopt and pursue local initiatives relating to internal federal government activities that cut across more than one federal agency line as well as community service oriented type activities such as combined federal campaign, assistance to youth in job affairs, blood donor programs, and things of this nature.

Mr. Glick. Did the Federal Executive Board take any measures which would have contributed to the peaceful and harmonious process of school desegregation?

Mr. Norton. I know of no formal action that the Executive board as a body either in full board or policy committee has taken relating to school desegregation.

Perhaps the best action we took was to stay out of a matter that was local in nature and, in my judgment, being handled with dispatch and with cooperation and coordination at the local level.

Mr. Glick. Thank you, Mr. Norton.

Mr. Chairman, I have no further questions at this point.

Chairman Flemming. I would like to just discuss for a moment the Federal Regional Council and Federal Executive Board.

Do you happen to have, Mr. Glick, a copy of the recommendation that was made to the Federal Regional Council in Boston and also the—

Mr. Glick. Mr. Chairman, I don't have it present, but I will say that I am aware that staff has made that report available to Mr. Martinez and also Mr. Norton has it. So they are aware of the recommendations that were made.

Chairman Flemming. Then I would really make to address a question to both of you.

It is my understanding that the Office of Management and Budget transmitted the recommendations of the Commission to Boston, to the Regional Council and the Executive Board in Boston, and transmitted them within a favorable frame of reference.

I am thinking particularly of the suggestion relative to the role that the Council and the Board together might be able to play in acquainting federal employees within the various departments and agencies with the facts relative to a desegregation order such as the one issued here and such as the two orders issued in Boston.

I assume that federal employees account for a fairly large percentage of the population of the City and County of Denver; am I correct?

Mr. Norton. That is correct.

Chairman Flemming. I don't have any up-to-date figures, but in the past I have thought of Denver as being the second capital as far as the federal government is concerned, and there has always been a high concentration of employees here.

Consequently, you take all of the federal employees together and they play a significant role or can play a significant role in the life of the community and the county.

Do you think that it would be appropriate for the Federal Regional Council and also the Federal Executive Board when a situation of this kind develops to take the initiative in making sure, working through the various departments and agencies, that employees have the facts relative to an order of this kind, because we all know that one of our problems is that people jump to conclusions without having the facts regarding an order.

Somebody characterized the order in a given way and that is accepted by everyone else.

As we think in terms of these issues in various parts of the country as a Commission, we have been giving consideration to the role of the federal government in terms of acquainting the employees of the government in a particular area with the facts so that they can function more intelligently, more effectively as citizens of the community.

What would be your thinking?

Mr. Martinez. My reaction to that, Dr. Flemming, is that of course I think the Federal Regional Council has in addition to its mandate to implement certain functions that have been determined as specifically federal functions from the Office of Management and Budget, from the Under Secretary's group who sets policy for the councils, to examine carefully at the local level those issues that are pertinent and germane to people in and out of government.

We do do that.

In the matter before us here, it is my recollection that the report that has been submitted makes certain recommendations to the President in regard to how the federal agencies ought to involve themselves.

I am not sure that any order or any specific instruction or any analysis of those recommendations has come down through OMB or through the Under Secretary's group.

That, of course, will not and should not preclude us from dissemination of facts as you have indicated.

The facts, quite frankly, regarding the school desegregation program in Denver have not come in any form of a package to the Federal Regional Council.

Maybe we should have solicited that for the purposes which you describe.

However, in my discussions not too long ago with two staff people of the Civil Rights Commission, we did talk about whether the School District in Denver was availing themselves completely of all services and resources available to them from the federal government.

The question was asked of me in fact if that was the case. I indicated that I did not know, that to my knowledge they were.

But we have to examine whether all resources are being tapped and effectively being utilized.

I should back up and not say effectively utilized because I think perhaps that is probably an individual agency function based on the legislative requirements, statutory requirements, and so forth.

But we could easily examine whether resources established by Congress or otherwise made available for school districts to utilize in a school desegregation program are all being tapped here in the Denver Region.

We have not done that as yet.

Chairman Flemming. I now have the specific recommendations in front of me, and you are acquainted with them and your comments certainly are relevant to one of the recommendations.

We suggested that through the Office of Management and Budget that the Federal Regional Council, the Federal Executive Board in Boston and the Federal Regional Council for New England work with Boston School Department Staff, state and local officials, private organizations and, community leaders in order to provide the maximum possible federal support for school desegregation of Boston.

We suggested that this federal joint task force might be charged with undertaking as a minimum the following task: determine the technical assistance and amount of federal funds and resources including those available for traditional educational programs in order to facilitate and strengthen the process of school desegregation; develop a program under which federal employees in the Boston area would be given the opportunity and incentive to volunteer their services to the Boston community to facilitate the process of school desegregation.

For example, the monitoring process that is going on here is the kind of activity that the Commission had in mind.

Prepare and distribute to all federal employees and to the public materials explaining the Federal District Court's findings of intentional school segregation by the Boston School Committee, the legal and moral responsibility of state and local officials to remedy this violation of Constitutional rights, the federal government's unequivocal commitment to implement constitutionally mandated school desegregation and the activities of the Federal Joint Task Force.

Finally, develop a program in which the heads of all federal agencies in the New England Region should be directed to discuss with all supervisors in their agencies and all such supervisors shall be directed to discuss with all employees each agency's obligation and opportunity to facilitate school desegregation in Boston.

Now, it is my understanding—and I have to check this for the record—that a communication went from OMB to Boston, to the Executive Board and to the Regional Conference, which—I will put it this way—was at least consistent with the spirit of these particular recommendations.

I am not saying it went, you know, nailed down each of them and said specifically follow up on each one of them. But I will make it a point to check that.

If that communication did go to Boston, I will be glad to see to it you both get copies of that communication with the thought in mind that you might want to take it up with your respective bodies to see if within those suggestions there is some areas where you could operate profitably and helpfully to the situation here in Denver.

I don't know whether you would want to make any further comments on that or not. I will leave it just at that point and see to it you are informed as to just what OMB did do on that.

Any questions, Commissioner Rankin?

Commissioner Rankin. I would like to ask Mr. Roman about his review.

You say OCR would review the data, find it acceptable or unacceptable. Do you just look at the data, or do you go behind the data to find Lau review or in your ESSA review? Do you look behind the data they give you to see, to check on that?

Mr. Roman. The data that we receive is a result of a written request.

Commissioner Rankin. Yes.

Mr. Roman. It comes back in the form of a form with numbers, percentages, so forth. We then go on site. For example here in Denver we are on site right now doing an actual in depth Lau review.

We cannot accept at face value numbers. We must go into the district and into the community to make certain that in fact those numbers are correct.

Commissioner Rankin. Is this procedure correct with regard to cut-off procedures?

First, the district is cited for non-compliance and referred to the Justice Department or a recommendation is made that funds be withdrawn from the district?

Mr. Roman. Well, it could be just turned around.

Commissioner Rankin. One or the other?

Mr. Roman. The district is cited and we can send it through our own channels up through the Office of the Director, up through the Secretary of HEW. Or we could send it to Department of Justice.

Commissioner Rankin. There is a hearing in there somewhere, isn't there?

Mr. Roman. Yes, sir, there are a series of three hearings at three different levels.

Commissioner Rankin. It is quite a long procedure, isn't it?

Mr. Roman. It certainly is.

Commissioner Rankin. You get worn out before it is finally determined; isn't that about right?

Mr. Roman. I am not familiar with that process. I have never gone through it.

Commissioner Rankin. That is it. You have never gone through it; isn't that correct?

Mr. Roman. That's correct.

Commissioner Rankin. You do it because you hate to force compliance because you say the children will be hurt; isn't that correct?

Mr. Roman. I don't know if anyone has ever said that.

Commissioner Rankin. But you feel that, don't you?

Mr. Roman. I don't feel that.

Commissioner Rankin. If you cut off funds, wouldn't the children be hurt?

Mr. Roman. I will force compliance in a minute. I have done it in Pueblo, Grand Junction and Colorado Springs. I don't think anything can be determined from that if that be the case.

Commissioner Rankin. So you don't take pity on the fact that the children might be deprived of something for the sins of the school board?

Mr. Roman. I think the children are being deprived anyway, and that is why we are there, to cite them for non-compliance.

Commissioner Rankin. Can you speed up this procedure any or not?

Mr. Roman. If I had that kind of power, sir, I wouldn't be sitting where I am at. I would be sitting where you are at or possibly as the Director of Civil Rights.

Commissioner Rankin. Thank you for the compliment. I wish I could do something about it, too.

Mr. Roman. Yes, sir.

Chairman Flemming. Commissioner Saltzman?

Commissioner Saltzman. Just one question.

Dr. Minear—

Chairman Flemming. I think we ought to say for the record, as you probably know, the Commission on Civil Rights has gone on record and reports to the President relative to the length of time that is involved in process.

Mr. Roman. I understand that, and I think the Commission on Civil Rights needs to keep pursuing that.

Chairman Flemming. Here again, just to make sure that no one gets confused at this point, we've gone on record as taking issue with the delays in connection with the enforcement process and have made recommendations designed to speed up the process.

But our function is to make recommendations to the President and to the Congress.

We ourselves, of course, cannot get into the enforcement operation directly.

Commissioner Saltzman?

Commissioner Saltzman. Mr. Minear, do you see anywhere where the Office of Education can apply itself to facilitate in the advancement of equal educational opportunity, either in general with respect to Denver as a city or the Denver Public School System?

Dr. Minear. I couldn't give you an answer on that offhand, sir. I think the progress that has been made, oh, in the last half a dozen years in this community, is somewhat remarkable.

I think the main problem we have that has not yet been addressed, and we don't really have a program to work with adequately, is the small rural school situation.

In this region the Indian situation in our four northern states, the relationship of the BIA, for example, provides almost built-in segregation.

Somewhere down the line I think the federal government is going to have to tackle that one.

Arthur Flemming will remember when we were in Oregon together a number of years ago we had a rather famous Indian school called the Chimawa Indian School. On the one hand under Title I, I was trying to get some integration. On the other hand the federal government under the BIA was transporting these kids from all over the continent into the Chimawa Indian School at Salem. So that is the only major source I know that has not been addressed in the legislation.

Chairman Flemming. Commissioner Ruiz?

Commissioner Ruiz. Dr. Minear, a prior panel composed of representatives from institutions of higher learning and education, in addressing the problem of needs of students with limited English speaking ability, indicated that there was a lack of funds for bicultural and bilingual education and that there were no present plans to achieve competency in the English language by Hispanics.

Has the Federal Office of Education in the preparation of desegregation in Denver done anything with relation to bilingual education?

Dr. Minear. Yes, I assume Superintendent Kishkunas is going to be before you and can testify more directly. To my knowledge we have a number of schools and classes working on both bilingual, bicultural programs.

The local board I am told through the press has some deep reservations about the program.

Commissioner Ruiz. You have some personal deep reservations yourself, do you not?

Dr. Minear. Many school superintendents have such reservations.

Commissioner Ruiz. You particularly, isn't it your personal opinion that a child who comes to school and can only speak Spanish should nevertheless only be taught in the English language?

Dr. Minear. No. I think he would have a hard time doing it, wouldn't you?

Commissioner Ruiz. I was just wondering whether the staff person who interviewed you had this down correctly.

Dr. Minear. We had a discussion about how do you handle youngsters. And there is a discussion in the profession as to where should—or should bilingual-bicultural programs stop.

Do we start with bilingualism in the first three grades and stop at the fourth grade, or do we keep on going through the grades or in fact do we establish a bilingual school system all the way through.

There is some honest differences of opinion about this.

I think it would be less than honest to say there should be no bilingualism or biculturalism. In fact in many of our schools in this region it is impossible to obtain bilingualism or culturalism because of some of the languages used are not formalized or have never been written.

Some of the Indian dialects for example.

Commissioner Ruiz. I had reference to the Hispanic which has been formalized and has been written.

Dr. Minear. Yes, very much so. And many of us speak it to some extent.

I don't believe from what I know about education—these youngsters are in the United States. If they come from a Spanish home where they have trouble understanding English—that we can possibly teach them unless the school addresses itself to the bilingual-bicultural problem.

I would be less than candid if I were to tell you I think, however, if they are ultimately to learn English, they are going to have to learn it in school and somewhere after the third grade we have to shift into the dominant language.

Commissioner Ruiz. You do believe, then, that with respect to the transition period, for example, instruction begins with the experiences the child brings to school from his family, and one of it is the speaking of the Spanish language, you have no qualms about a transitional period?

Dr. Minear. None whatsoever.

Commissioner Ruiz. You have no objection to the use of two languages for that purpose; is that correct?

Dr. Minear. That's correct.

Commissioner Ruiz. And the purpose of that is to learn English better; is that correct?

Dr. Minear. That's right.

Commissioner Ruiz. Then when it comes to speaking, when it comes to teaching in monolingual English only, that refers to a period of time after a transition period has occurred?

Dr. Minear. After there is some adjustment and some knowledge about the language.

Commissioner Ruiz. So they can understand it?

Dr. Minear. That's right.

I might say that the Superintendent of Schools, the state superintendents of schools along the border states, California, Arizona, Texas and New Mexico, where we have the predominance of the bilingual-bicultural problem, have some real deep concerns and they are expressed here I think in Denver.

Gil, maybe you can help me with this one. There is an elementary school in Denver that has been experimenting with bilingual-bicultural for a long time. There have been articles in the paper—I don't know whether they have since been refused—in the local paper indicating that if they spend too much time on the Spanish language or have to spend too much time on the English language the net outcome is less educational achievement for the child.

They worry about where do you stop or should you stop.

Now, there are some people in the community who have said we should never stop. We should keep the bicultural-bilingual program going all the time. Other people in the community feel it should be a transitional thing.

I think philosophically this is yet to be debated and opinions developed on it.

Commissioner Ruiz. If institutions of higher learning were to make application for technical assistance for bilingual education in the transitional period, would you be sympathetic to such type of an application?

Dr. Minear. Yes. You mean if they were to make application for funds for use in higher education?

Commissioner Ruiz. Yes.

Dr. Minear. Yes, that would be under a non-decentralized program and we wouldn't have that option. But if it—if I were asked, I would certainly recommend it.

We have one or two schools in our state particularly that have this as a problem at the higher educational level.

Commissioner Ruiz. The reason I was probing into this, because I had listened to this prior panel. The panel, the particular member of the panel with whom I spoke was seeming to have some hesitancy in making an application. No program had been proposed as yet. I didn't know up the echelon what your department felt of such a type of an application.

Dr. Minear. I think the Department, the Office of Education, is thoroughly committed to bilingual-biculturalism.

There are some problems involved in it, some of which I have mentioned, that have yet not really been—we have not yet come to grips with.

I started to mention these State Superintendents or Commissioners of Education. They have recently asked the Office if they couldn't in some way get acquainted with some of the programs abroad.

We are not the only one to face bilingual-biculturalism.

Commissioner Ruiz. It is an international phenomena.

Dr. Minear. It is an international problem. Yet we are discovering the thing all over again.

For example, they have specifically requested an opportunity to meet with the Canadians that have the French problem around Ottowa. They have also talked about it in relation to some of the European schools where they speak several languages.

We feel there is much to be learned by an international aspect of this thing, but because of our own inability to communicate too readily with the people abroad, we continue to discover the wheel all over again.

Commissioner Ruiz. Well, I am straightened out on the report. Thank you.

Mr. Macias. I would like to point out—

Commissioner Ruiz. You know, this reminds me, I went to a court procedure in Los Angeles on one occasion on the east side. The Judge spoke Spanish. The witnesses were Spanish. The attorney for the defense spoke Spanish. And the attorney for the complainant spoke Spanish. So the Judge said, "Well, we might as well conduct this session in Spanish."

Yes, sir. I am sorry to interrupt.

Mr. Macias. I would just like to point out that whatever the feelings over bilingual-bicultural education might be, we have made in the Office of Education a commitment to Denver over the past two years and this year we have a program covering five elementary programs, a couple of junior highs and a senior high in Denver that have been funded from the Youth Office of Education, approximately $729,000. It is in operation now.

CHAIRMAN FLEMMING. Commissioner Horn?

VICE CHAIRMAN HORN. Mr. Roman, I would like to ask you this question. What do you believe is a reasonable standard by which to judge if suspensions are or are not discriminatory?

MR. ROMAN. Before I answer that, may I—Commissioner Minear asked me to help him out if I could. I would like to help him out if I may.

You are speaking about the Del Pueblo School here in Denver. All the evidence is not yet in nor was it in at the time the report was carried out or done. Therefore, that particular report which was negative in context should not be looked at as the final word.

It also unfortunately seems to have been politically picked up among certain factions in the community, so I would discount the report.

My response to you, sir, would be that if there are 60 percent majority Anglo and 40 percent minority, that that percentage should not deviate more than a few percentile from the 60—40.

Anything above that, such as 75, or such as in the Denver District here where it was 46 percent minority and 74 percent minority that were suspended, I think is abominable.

VICE CHAIRMAN HORN. How do you reconcile the standard which you have just proposed with the feeling by some who have examined the situation that if you assume a condition of poverty causes certain types of behavior, and if you assume as I think is statistically shown—whether it is true in Denver I can't vouch for it—but statistically shown that while absolutely there are more poor whites in America, proportionately there are more poor blacks or Mexican-Americans. If you follow that assumption, why is it reasonable to expect that statistically the number of disciplinary suspensions would be equatable with the proportion of the population based on ethnic mix?

Why can't you assume that out of a condition of poverty individuals might well be more disruptive than if they aren't in that condition and, therefore, there might be a higher suspension ratio?

MR. ROMAN. I think that is a racist assumption in the first place.

VICE CHAIRMAN HORN. In other words, you say there is no evidence to support that a condition of poverty leads to certain disruptive conditions in the school system?

MR. ROMAN. I have not seen a condition of poverty that would lead anyone to make that kind of assumption.

I am surely aware that children who are born and raised in a ghetto situation or an El Barrio, have street instincts for survival that are carried on into the school system, a school system that is predominantly usually, headed up by Anglo white male administrators, non-minorities. And that would go all the way from teacher through the superintendent of schools.

I can see very readily why with that kind of an administrative makeup that you get your high suspension rate of minority children.

Vice Chairman Horn. In other words, in an all-black school you would not expect to find that high a suspension rate; is that your statement?

Mr. Roman. An all-black school I wouldn't find what kind of suspension rate?

Vice Chairman Horn. Where there are teachers that are primarily black, principals black, you wouldn't expect to find that high a suspension rate of black students?

Mr. Roman. 74 percent? No, sir.

Vice Chairman Horn. I think that is rather interesting. We might want to pursue this sometime in the case of Washington and other areas where you do have different cultural attitudes based on social class where the faculty might be black middle class and the students black lower class.

Let me ask you this. You expressed concern about 46 percent of the students, I take it. Did you say they were minority in the Denver schools?

Mr. Roman. Yes, sir.

Vice Chairman Horn. Then 76 percent of the suspensions were minority as I understood you.

Mr. Roman. 74 percent.

Vice Chairman Horn. 74 percent were minority.

It is that gap you are concerned about. Did you ever go into the individual cases to see if for equivalent behavior the suspensions or disciplinary actions imposed were the same?

Mr. Roman. We are doing that now, sir.

Vice Chairman Horn. So you haven't at this point examined individual cases?

Mr. Roman. We have not.

Vice Chairman Horn. Thank you.

Mr. Buggs. Dr. Minear I am interested, you found serving in a liaison capacity between the court and school district was a conflict of interest?

Dr. Minear. I didn't, sir. My office in Washington thought it would be, not the liaison. Go back to the original statement. The Judge first asked would I take on the job of helping him desegregate the school. Do the work that Dr. Finger did in this local situation. He said, "After all, you are the Regional Commissioner, it is a federal job. I am a Federal Judge. You ought to help me out doing this."

Well, I thought perhaps that was reasonable. Washington, however, reminded me that later on I may be—I may have some kinds of financial awards that would get mixed up in such decisions.

Mr. Buggs. I see. Thank you.

Mr. Glick. I have one question I would like to ask Mr. Roman. That is that in earlier discussions in talking about Title I Dr. Minear indicated that it was the view of the Office of Education that the Title I money could not follow the eligible child in the desegregation situation.

I wonder whether that would be your view in your capacity of OCR enforcing Title VI. Would you take the same position?

Mr. Roman. First I would have to clarify and say that we as Office of Civil Rights are not policy-making or program-directing in Office of Education—HEW and Office of Education has that role.

However, we discovered in discussions with Mr. Minear that Policy Memorandum 64 of the Office of Education did in fact say that there was an alternative, that the money could follow the child.

In fact, in Bradley v. Milligan, by the U.S. Civil Rights Commission '74, page 58; 3rd paragraph, it so states that the money can follow the child. And compensatory education and desegregation go hand in hand.

Mr. Glick. Thank you.

Chairman Flemming. We are grateful to all of you from the federal government for giving us this time and sharing with us the relationships that the federal government in this area has to the desegregation of the public schools in the Denver area.

Thank you very, very much.

Mr. Glick. Mr. Chairman, the next witnesses are some political and community leaders in Denver and Colorado.

I would like to call the Honorable George L. Brown, Lieutenant governor of Colorado; Senator Regis Groff of the Colorado state senate; councilman Salvadore Carpio of the Denver city council; Senator Paul Sandoval of the Colorado legislature; and the speaker of the House of Representatives of Colorado, Ruben A. Valdez.

[Whereupon, George L. Brown, Regis Groff, Salvadore Carpio, Paul Sandoval and Ruben A. Valdez were sworn by Chairman Flemming.]

TESTIMONY OF THE HON. GEORGE L. BROWN, LT. GOV., COLORADO; REGIS GROFF, COLORADO STATE SENATE; SALVADORE CARPIO, DENVER CITY COUNCIL; PAUL SANDOVAL, COLORADO LEGISLATURE; RUBEN A. VALDEZ, SPEAKER, STATE HOUSE OF REPRESENTATIVES.

Mr. Glick. Gentlemen can we go through the process of you identifying yourself for the record with your name, occupation and address?

Mr. Brown. George L. Brown, Lieutenant Governor of the State of Colorado, 3451 East 26th Avenue, Denver.

Mr. Groff. State senator Regis Groff, Denver public school teacher, East High School, 2079 Albian Street, Denver, Colorado.

Mr. Carpio. Salvadore Carpio, 3705 Teno Street; assistant professor of sociology, Metropolitan State College; Denver city councilman, District 9.

Mr. Sandoval. Paul Sandoval, state senator, District 2; former director of Denver Youth Services Bureau and former director of Northwest Youth Services Bureau; 3647 Valejo Street.

Mr. Valdez. Ruben A. Valdez, speaker of the House of Representatives, Colorado legislature; 666 Osiola Street, Denver.

Mr. Glick. Thank you.

As you are aware, you have seen the process and know we are discussing desegregation process in the Denver public school.

None of you are directly involved in it in the sense that you are teachers in the school system or administrators of the system or members of the Board of Education, but you all are prominent persons in Denver, all representatives of minority communities, all prominent in state or city government, and I think it would be very useful to the Commission to have the views of each one of you with respect to the process now going on, how you expect it will affect minority children of your communities, what benefits and dangers there are in it for them, and whether you think that in the long run in Denver it will be a successful process.

I would like to start with Speaker Valdez who I know, of course, has been very prominent in the enactment of the Bilingual/Bicultural Education Act in Colorado, and I will be interested in hearing some comments on that, but largely more directly related to Denver.

MR. VALDEZ. The comments directed to Denver you wanted limited to the school desegregation?

MR. GLICK. Yes, sir.

MR. VALDEZ. Let me say that in the beginning I personally haven't been that particularly involved. But I have been involved as a member of the community.

The Chicano community in Denver in the very beginning was not really affected by the original busing order, nor do I feel that they have any desire to be. I think because of cultural and family background reasons that the overwhelming majority of the people in the Chicano community preferred not to be bused.

I think there is a big difference in talking about integration versus busing. I don't think their opposition, of course, was to integration as it was to bussing, leaving the neighborhoods and having the children going to other parts of town was very contrary to their very personal beliefs.

I believe this is the way the feeling is still very prominent in the Chicano community as far as busing goes.

I think that I remember when Rachel Noel was a member of the school board and the Noel Resolution was being brought up at the particular time.

There was a lot of movement in the black community in terms of trying to get support for that resolution and trying to get the Chicanos involved in that.

I was asked several times to attend some of these meetings, but I had to tell my friends at that particular time that I didn't feel that good about the busing situation, nor did I feel that people in my community did.

Therefore, I did not really participate in those kinds of meetings at that particular time. I feel that the Chicano community was very disinterested in the busing until the order came down from the higher court saying that the Chicano children should be included in the busing plans.

Once that came into effect there was a lot of emotion in the community, because they realized for the first time their children would be affected in mass busing across town and at that time there were a lot of community meetings held and people had, of course, very strong views on that.

I think it came off fairly well, much better than I expected, and I feel that a lot of the parents perhaps have gotten used to it at this particular time.

But it really wasn't a happy feeling in the Chicano community when they realized their children were going to be bused also.

Mr. Glick. Thank you.

Lieutenant Governor Brown, may I turn to you now, please.

Mr. Brown. If I understand the question, you want me to respond as to what would be—my guess will be the effect of current orders upon the Denver community as far as the future is concerned.

I can only base that opinion upon the track record of what has happened in Denver, and then say that as a result of mixed feelings and a heck of a lot of dilemmas as to what is going to happen.

If I base it upon the track record of what the school administration has done, what the majority of the school board in the past did, what some members of the community did, I would have to say that there will be a very severe negative impact upon all youngsters, not just minority youngsters, but all youngsters within the system.

I, however, have to recognize that there are within this community some positives and that if those positives either stay where they are or continue to push to the front, then we can have a much more, I think, positive situation for youngsters.

We in Denver are only visibly different than what is happening in Boston. The situation in Boston is obviously out in front and very visible.

Photographs like in yesterday's paper on the front page—which I think showed an indication, by the way, that most of those were not adults but were juveniles who came from at least middle class families and they weren't poor kids who were very vicious in the expression on their faces.

If we have a continuation of the court ordered council, I think that will help Denver move ahead. I think that is one of the major differences in Denver and what happened in Boston, a council that its membership includes persons not known to be active in the past prior to the establishment of it in education, and therefore they brought to that council a certain degree of credibility.

Thank God they have either allowed the continuation of their name or they have been active in making sure that that credibility stays there.

I think if we have a continuation of monitoring it will be a positive rather than negative impact.

In other words, I don't trust the Denver school system to do the things that are right just because that is the way they want to move. I think if they are not examined thoroughly and continually, if there isn't a constant vigilance, they will easily fall back and easily adopt practices and procedures to that portion of our community which doesn't believe in not just equality of opportunity, educational opportunity, but also equal quality of education which I know, of course, is not where the court order comes from.

I think if the community begins to understand that fact, too, by the way, as to why there is busing in Denver—our community like all other communities have been led to the belief by the elected officials and some school administrative officials that the court ordered busing indeed was brought about to improve the quality of education or for racial balance.

I think the facts have to be continually brought home to this community that that is not the reason, that there is a definite constitutional violation involved that hits at equal educational opportunity.

I think that if the media returns to an area that it was several years ago that that can be a positive effect.

I am not sure today that the media is that positive. I am not saying it is negative. I think it is just sort of nowhere in helping to create within the Denver community the proper kind of attitude.

I say that comparing where it is now and where it was in the beginning when the Noel Resolution was being debated and even before that when the black community was taking the leadership role and pointing up the discrepancies in the system.

I think if the city administration moves in a very positive direction similar to the position that I remember Mayor Curry took in calling in leaders of the community, not just minority but business leaders and those other persons who determine where a community goes, and talked with them and let them know their responsibilities, I think if that kind of thing happens and if he talks with police officials and let them know exactly where their responsibilities were, as a result of those orders coming from the top official within the city structure, I think if that continues and happens that it will be a positive effect.

I think if the school board manages somehow—and I have to admit that I am not sure it is possible because of the division—if it manages somehow to recognize its role of helping youngsters as opposed to indicating that maybe they are also students or might be students in the system, that then we can have, rather than the continuation of a negative, we can have a positive position coming from there.

I also lay the track record dilema and problem that I have of looking to the future on the school administration. I think that plans and procedures in the past were designed for failure. I believe sincerely, if one is let alone, that those same attitudes would come to the front and whatever procedures would be continued would be designed for failure.

I think that the first busing conducted within the Denver school system was designed to make black parents and students unhappy, white parents and white students unhappy, and designed also to try to make the Chicano parents and students unhappy.

As a result, we did have unrest at the West High School and at the George Washington High School. I think if those things get turned around, we obviously can have a very, very positive effect.

I believe sincerely, while I started my remarks by saying that there wasn't that much difference between Boston and Denver—only visibly—that Denver has just as much racism in it as there is in Boston, that every ingredient that is in existence in Boston—that once put in a place to create an explosion—is right here in this community, too.

Therefore, I want to close my comments on stressing the need for constant vigilance, constant monitoring of the system.

Mr. Glick. Thank you, Lieutenant Governor Brown.

Could I turn now for an expression of views along the same lines from Senator Sandoval.

Mr. Sandoval. I just have some thoughts on the subject. I would like to clarify the issue of the West High School—was not in terms of busing. That was in terms of a situation which arose out of a classroom which a teacher made a statement concerning some food of—Mexican-American food.

That problem strictly arose out of that situation, according to my recollection.

The busing issue at that point in time was not the vocal issue, not to disagree with the lieutenant governor since we both belong to the same political parties, but that is what Democrats do.

But I think that given the whole desegregation that has occurred in Denver, I think we have to look at some of the real problems that I have found, not only as a state senator, which you don't find too much other than problems that you try to resolve and sometimes can't, but as a person who has been concerned with education and the educational achievement of children for years, specifically the last four, five years, and that is in terms of dropout problems.

When you have Chicano kids dropping out of school at the rate of 35 and 40 percent in certain schools which are Chicano schools, to me that is a problem. That means, number one, the schools aren't doing their job. I am not saying this school board isn't, but prior school boards have not.

They weren't educating our kids. The turnover rates of those teachers in certain schools was 75, 80 percent each year. You are not going to get quality teachers when you have turnovers that high. You are going to get school problems, you're going to get dropout problems.

What I, as a person working with kids—and still am interested in—is how are we going to educate those kids. How are we going to make them functional within the society.

When you look at the situation when we graduate children from the 12th grade who can't read and write, that to me is a total educational problem, it is just not a desegregation problem.

These problems have not been addressed, in my opinion, in the Denver school board for the last 15 years. They have been something that has been put across, put back on the back burner, put back on the back shelf, and they just let it linger until the point that something was and had to be done about the situation which has occurred.

I think then we have to further get into the real situation of what does the Chicano in Denver feel about busing?

I quite honestly don't like busing for Chicano kids. I am not going to say I don't like it for black or for anglo, but for Chicano kids, I don't.

Number one, I don't think we are getting the quality education in going to other schools if we could get those same quality educational achievements in our own schools.

Secondly, I think that it breaks up the pattern of living, the "la famalia" pattern which I am very close to, which I feel very strong about.

And thirdly, I think there are patterns which are broken up in schools like head boy, head girl, class presidents, these types of cultural things, attitudinal changes that take place when in fact, you are a majority of a school. They have a great bearing on how you get on in later life—even though I lost my race for head boy at Annunciation; I got beat. But the problem was not a Chicano problem.

What I am saying then is what we have to look at is how are we going to view what we are getting back for our kids?

To me, busing is not the answer. But if you ask me what is, I don't know the answer, either. Maybe busing is part of that answer.

I have talked to—or my wife has talked to a principal of the school that my daughter goes to, and he is a Chicano principal and he has agreed. He says, "You know, I don't really like it, but I have seen changes. I have seen the change in the children, I have seen the change in the testing, the achievement rate has gone up."

So I think we have to take all those considerations into effect when we discuss desegregation and busing.

When we look, though, at the Chicano community in Denver, it is just my strong feeling—and I know this from talking to many parents that they don't like that busing, not because of better education but they feel it is being broken up as far as concentration and the kids in their prospective schools. They particularly just don't feel it is a good thing.

They give a strong cultural reason for this which I have to totally agree with.

Mr. Glick. Thank you, Senator.

Can I now turn to Senator Groff for expression of views.

Mr. Groff. I believe the situation in Denver primarily is a stable one right at this time. It is stable, I suspect, because of the change in school board, a change in attitude on behalf of the school board.

Prior to the last school board election, the school board was essentially a board that was designed and committed to making desegregation fail.

I think now we have some cause for I believe some optimism. I think, also, a statement made by the superintendent just recently where he put himself on the line by saying now that the last appeal is ended, let's get on with education.

I assume that means Superintendent Kishkunas intends now to begin to deal with the hard issues of how you educate kids in an integrated setting, in a desegregation setting.

I think prior to the last appeal, our problems by and large were caused by the board, were caused by a small number of sort of disjointed factions: a group called Citizens for Neighborhood Schools, who were not in any way able to develop the kind of strong opposition that would get the kind of ground swell they wanted to disrupt the total system.

But I think they wanted to do that, and they were unable to do it. But they were, along with a school board that did not have the commitment, with an administration that seemed to lack the commitment to make desegregation work, I would say—I would agree with the lieutenant governor that the press oftentimes would catch those kinds of key words such as "busing," "forced busing," and those other kinds of code words that kept unrest going when in fact instead of talking about court ordered desegregation, they were talking about court ordered forced busing.

It is that kind of jargon that keeps the unrest going.

I think now that there really is no place for the board to appeal. With new members on the board, which is essentially a board that is interested in education and is not just a board that was elected on one issue—that one issue being "we are opposed to busing"—those members have slowly left the board.

We are down to a point now where they are just about gone. The board is essentially now composed of people who, I think, are interested in education. I would say that that board was responsible for a lot of our difficulties early. They were responsible for a lack of sensitivity on behalf of faculty that needed in-service because they refused to provide in-service.

I would say to Senator Sandoval that that kind of lack of sensitivity at West High when a teacher upset Chicano students by making references to food is a perfect example of how that kind of uptightness with desegregation was throughout the system, especially throughout the faculties.

It was, in fact, having to do with the whole question of desegregation, although it was indirect, but it nevertheless was real. Chicano kids resented it, as well they should resent it, because it was a lack of sensitivity on behalf of the faculty.

I am frankly somewhat more optimistic now. I think that there is an opportunity to integrate the schools in a meaningful way where black children will understand a bit about Chicano kids and Chicano kids about black children, and at the same time raise the levels of education to where they do begin to reflect some equal opportunities.

There is no question that prior to Rachel Noel's resolution in '68, it was a lopsided system. The system was working very well in certain parts of town, it was working very poorly in other parts of town.

And until just very, very recently—last year, as a matter of fact—Cole Junior High School had the highest achievement of any junior high school in the city. It is integrated, it is in east Denver. I think that is the reflection of the kind of things that can happen if you in fact have a commitment on behalf of a board, on behalf of an administration; not just in the central administration, but also in the buildings, principals, vice principals, counselors and proper kind of in-service to weed out those teachers who are unwilling to work with minority children; I think the kind of involvement from parents who are active and accustomed to being active in schools now working in schools where there has been a lack of parent involvement, therefore a lack of expectations and accountability on behalf of many of the faculty members.

So I am somewhat optimistic now, primarily due to the board, due to a very solid, very watchdog type committee, the committee that was appointed by the court to monitor the desegregation.

I think that they have been instrumental in seeing that the schools are working to follow the court order. I think that the judge has stayed on the issue and refused to bend under considerable pressure, but has been convinced that the district was in fact segregated, and by looking at the facts and figures and hearing testimony made up his mind that it was a segregated system and refused to be pushed away from that.

I think that also gives me some cause for encouragement. I think those kinds of things give me at least some hope that the Denver public schools is going to improve and going to improve steadily. I think we hopefully have gotten beyond the superficial question which never really was the issue, and that was the bus. I think by now we have gotten to the point where we can get beyond that smokescreen, that bus which was an issue, that was an imaginary, so I have cause for considerable encouragement due primarily to the factors I hope I have articulated, and the factors that are no longer apparent that I hope I have also articulated.

Mr. Glick. Thank you, Senator.

I would turn now to Councilman Carpio, who is last only because he is sitting in the middle.

I would like you to express your views along the lines of the other gentlemen. But there is one specific item I would like to have you speak to.

That is with respect to the success or failure of the Del Pueblo school which was mentioned earlier in which one witness said that the results of the few years of what is called bilingual/bicultural education there were very negative, and that the scores showed a decline in the educational capacity of the children, and another witness said that the results were incomplete, and there was no basis for forming a judgement yet.

I know that school was in your district and I know you were interested in it.

Mr. Carpio. I will address myself to that right away.

First, as you mentioned, and for the benefit of the commissioners, Del Pueblo school is located in a predominantly Chicano area in one of the older communities and one of the most low-income communities of Denver, located in West Denver.

Again for informational purposes, my first experience with Del Pueblo was as part of the external audit team with the Bureau of Educational Research with the University of Denver when I was there.

And in my capacity at that time was to do the external audit on the community component of the bilingual-bicultural education program and at that time it was Elmwood School; now it is Del Pueblo.

Also, for a short time as a member of the Community Education Council and with my interest in bilingual/bicultural education, I have had extensive contact with community leaders from that area.

First, in reference to the comments made by witnesses—and I happened to be present when they were made—it is true that Del Pueblo ranks among the lower schools in results as far as standardized academic achievement scores are.

The false portion of that and unfortunately I don't think this has ever really been portrayed is that that low achievement is attributed to the bilingual/bicultural program.

In my estimation, the tragedy is that I don't feel Del Pueblo has ever really truly had a bilingual/bicultural program. I know that there are federal funds being spent there, it is a very attractive building. Some things that I think are—tend to give the appearance of a bilingual/bicultural program are there, but I don't think it really reflects a bilingual/bicultural program.

The tragedy of it all is that the low scores are being attributed to that.

Particularly now here in Denver where bilingual education became somewhat of a political issue, the low scores of that particular school are being attributed to the program, and in my estimation, the low scores exist because of lack of a really good bilingual/bicultural program at the school.

I would be glad to respond further.

Just some things that I would like to kind of mention.

As Representative Valdez pointed out as far as Chicanos in the Denver area are concerned—and I think he pointed out this very accurately—for the most part, when the whole desegregation issue became—came to the forefront here, overwhelmingly most Chicanos just were not that concerned.

Segregation as it first unfolded in the United States after the Brown v. Topeka Bd. of Ed. and so on, was really a black and white issue, and that's the way it's always been interpreted. As he also indicated, after the Noel Resolution and after some of the court cases and Chicano youngsters were included and the full impact became known that Chicano youngsters were involved, were considered a minority group, were indeed going to be part of the busing program, there is opposition to it; of course, varying degrees of opposition.

Currently—and this is my estimation of the whole situation—I don't think you are going to find too many Chicanos that are at all happy about the whole concept of, say, desegregation as it unfolds in Denver, precisely for some of the reasons that have been mentioned.

There is not what you would call that physical opposition to it because contrary to popular notions, Chicano families do value education. The big difference comes in how it is stressed in the family.

Basically, you are not going to find Chicano families giving their youngsters a dime for every A or B that maybe some other families may do, or do not hold those traditional rewards for high achievement.

But I have to make this very clear that Chicano families do value education. It is kind of strange that Chicano families do because it is an institution that has really never held any rewards for Chicano families, not only throughout this society—I am sure I don't have to tell the commissioners this if you have any experience with some of the schools in Texas and California.

Basically, you are not going to find large numbers of people, particularly in the low-income Chicano areas, that look at it too favorably.

Two things that did emerge, and one thing in particular that I still have some apprehensions about and I know many other people in the community do, too, from the court order judge Dole's court order that I think did avert or did help to soften the impact of the whole question is, first, it did include a bilingual/bicultural provision, court ordered.

This is something many community people—that a teachers organization here in Denver pursued for a long time and it did come to bear with the court order.

I think earlier in—one of the witnesses had indicated five schools were selected, were not affected by any desegregation plans. There were some minor boundary changes, but they involved Chicano youngsters going to other Chicano schools. But there was this potential.

I would like to underscore the work "potential." It has been alluded to many, many times. I do think that the Community Education Council that was established through Judge Doyle's court order did have a great deal to do as far as the lack of, say, physical activity or the relative ease that the physical implementation of the plan took place here in Denver.

I just would simply like to underscore that one thing about Del Pueblo again.

I think the areas—many people for a long, long time have been under the impression that a bilingual program does exist there or has existed there, and while there is bilingual/bicultural activity—and I know that this is a controversial area—I would really question as to whether in the past years the Denver public schools have really operated with direction and with commitment a bilingual/bicultural program at that particular school.

Mr. Glick. Thank you.

I have no further questions, Mr. Chairman, but I want to thank each of the gentlemen for their excellent statements.

Chairman Flemming. Commissioner Horn?

Vice Chairman Horn. I would like to ask Senator Sandoval, in particular, since you, as I understand, started an alternative junior high school, and there has been some discussion by members of the panel about the concern with drop-outs, especially Mexican-American children.

I suspect you are familiar with the series of reports this Commission did on Mexican-Amercian education in the southwest.

Mr. Sandoval. Yes, sir.

Vice Chairman Horn. As I recall, our figures, which are now 5 or 6 years old, for every Mexican-American child that started in the first grade in the southwest, 6 of the—well, only 6 of the 10 eventually graduated from high school; as opposed to every Anglo child, 9 of the 10 eventually graduated from high school.

I wonder if you could give us your reflections, being deeply involved in education as you are, as to what can be done by a school system to get at this dropout problem and where does the family responsibility come, and if you could just elaborate a little more and I'd welcome the contribution of any other member of the panel.

Mr. Sandoval. Surely.

The program we are talking about now was originally the Denver Youth Services Bureau School Program started in about 1970, '71, with myself and two teachers and 15 Chicano kids. It has now grown to 60 children, six kids, a director who has a PhD in learning disabilities, a couple counselors.

We brought that school from $15,000 to $130,000, strictly from federal monies, some from private foundations.

The problem we had to work with, though, was what were we doing with the kids that dropped out. These kids came from generally the Northwest area and were for the most part juvenile delinquents, push-outs from the school—which I call them—and nobody was working with them.

We had the situation that since the school wasn't, who was going to? We started the school and found that all you had to do was first of all teach the kids some basics, how to read, how to write, how to spell.

Then the other problems would start to emerge, and then you would just work on the social problems. Most of the children in the school today were from one household member who was the mother, generally. A good portion were on welfare.

We found that the achievement rates that they had in other schools were just so low that they were just dropping out.

One of the problems we found was that a lot of them were in special education classes from first grade on up. We would ask why special education? Were they tested, how did you test them, did you work with the families? We got the same response.

Well, after the fourth grade they were problem kids, they couldn't be worked with, they wouldn't listen.

My reaction was, well, of course they are. They can't read they can't write, they aren't going to pay attention. They have nothing else to do.

What we have done—and I think it is a trend that is now continuing within the Denver public school systems because they have opened up street academies very similar to the alternative junior high schools we have; their same premise in opening and functioning with these school programs is to get at the problem of how do you work with a kid who does have learning disabilities.

In this state, about 80, 90 percent of the children in the institutions have learning disabilities, so that is a direct reflection upon one of our social problems of institutionalization, not only in minorities, but others.

We then had to find out could these kids really make it, and we have found that in a year we can bring up a child two or three grade levels in reading, in math in some instances.

It is just a continuous effort to work with that child on a one to ten basis, or sometimes one to three, one to five, depending on the problem we have.

We have direct involvement with the parents. We still meet with the parents at least once a month to see how they are doing, how we can work with them. We ask their input, we invite them to all the programs we have in the school. We have had fantastic cooperation with the school board; not four years ago, I can tell you that, but this year we did.

And last year they give us four teachers and we paid for two other teachers out of federal funds, and they have done a unique thing which I haven't seen done. They let us pick and choose our teachers.

If we don't like a teacher, we don't have to keep it, or we hire that teacher. That is very unique in this situation, because they then, I feel, are very committed to a worthwhile alternative cause in education—

and it is working. It is working not only in Denver, but in other parts of the state.

What I think we have to do is focus in on the issue of should kids be put into special education classes. How are we going to test them to make sure they shouldn't be in there to begin with.

Just because a child in the third grade can't reflect in a test red, green, apple, orange, that doesn't mean he has learning disabilities. That means maybe he is not worked with at the home.

For the most part, Chicano parents don't subscribe to magazines or have a lot of books. They is the way they were brought up. My parents weren't educated and it is a reflection upon the family.

For my part, my children are reading and I am exposing them. And many other Chicano families are exposing our children to education.

We value the educational system. We were never part of it to begin with at one time. When we were in school, myself, we couldn't speak English because we were always speaking Spanish. That isn't quite true anymore. A lot of our kids don't speak Spanish, but they really don't speak good English either.

So when you get into the classes, what they do is start to separate you either because you can't speak right, you can't spell right; then you are locked into the special ed system and God help some of them, because they can never get out even though they have tried or people work with them, they are really locked into that, and what we are doing and many others are really trying to do is to work with the kids with those problems to get at the root of the problems.

They are both sociological, economical and educational.

Vice Chairman Horn. Thank you.

Would any other members of the panel like to expand on that?

Mr. Sandoval. If you have any more federal money I will take it, too.

Vice Chairman Horn. Well, you know it is more basic than federal money. This has concerned me for now 15 years. And I have said this in other hearings. One of the most inspiring groups I have ever talked with, and the only group I felt asked me an intelligent question in the 1964 campaign, was a group known as Dropouts Anonymous, exactly the type of school you are talking about where you had some dedicated teachers that took young people—in this case ages 14 to 28, many of them Mexican-American, many of them graduated from California High Schools and couldn't read or write.

A student, 28, told me he learned within a matter of months to get up to 6th, 7th grade level on reading.

As you suggest, it takes, one, teachers to care about the situation.

But I just wonder, since you are a state legislator, to what extent do you feel that the states have an obligation since they are the ones that conduct public education in America, not the federal government, to insure that there is an adequate faculty-student ratio in those early grades where these students can get the right start in life, especially on such basics as reading and writing?

Mr. Carpio. One point, though, that kind of bothers me about that is I know there are studies that indicated that student—teacher-student ratios are important, but there are also other studies that indicate they have no significance to the whole thing.

Vice Chairman Horn. I agree completely.

At the college level there is absolutely no study that proves class size makes any significant difference in learning.

I don't know if that really applies at the ages 6 to 8, let's say, where you have to just sit down and try to work with some of the students.

Mr. Carpio. I think probably—and I have some familiarity with the program Senator Sandovan is talking about because that also is in my district—but one of the biggest things I contribute to the success of that program is that they deal with the total student. They don't try to segment things. They take the student as he is, recognizes who he is, where he comes from, and treat him on that particular basis.

I guess this is just the problem of American education. I think it has most to bear on poor minority groups, is that somewhere along the line someone has to realize that when that child goes to school it is still part of his life. He doesn't spend his school years isolated from his community.

In other words, that school should be an integral part of his community life, his everyday life. It isn't an 8 to 5 job.

Unfortunately it is my estimation that it is treated that way. Whatever he experiences in that school he is going to experience outside of that school. If that school only can reinforce the negative experiences that that youngster has indeed had, you can only expect negative tendencies from that youngster.

I am not applying this only to the Denver public schools. I think it is just the problem of American education. We have institutionalized it to a point where we treat it as an 8 to 5. We raise children with the concept that you go to school to learn, assuming that education doesn't occur anyplace else except within those four walls.

I think that kind of attitude is most damaging in low-income areas, and I think it is reinforced by various kinds of value orientations, attitudes and so on.

I know earlier people were talking about in-service training and things that were provided for teachers.

I really wonder to the value of all those things, how many hours were really applied, what kind of evaluations were taken on the in-service programs of those teachers.

Someone, I think Senator Groff, remarked that it is my estimation that most of the teachers—and I have no firm basis for this—that those teachers involved in the whole desegregation process—and many involved in the target bilingual schools are in opposition to the whole concept.

How is any program going to succeed in that way?

I say that particularly with the concept of bilingual/bicultural educational programs.

VICE CHAIRMAN HORN. Senator Groff?

MR. GROFF. A couple things.

First, as a teacher, I can't believe that you believe or that Councilman Carpio believes class size doesn't make any difference.—

VICE CHAIRMAN HORN. I just said at college level. There's absolutely no study that says class size has any effect on learning. My own supposition is that the ages of 6 to 8 it may make a difference.

MR. GROFF. I would suggest it makes a difference at 14 or 16. There is no way we could have any success at all if that class had been more than 14. There were about 12. We team taught it and had amazing success because we had time. We had time to sit down one-to-one when we needed to sit down one-to-one. We could identify problems. It was found they were less embarrassed to show or indicate they had reading difficulties to 11 other kids rather than 20 other kids.

I suspect that even at the college level in some areas—but let me say I think that class size is darned important, especially if you talk about anything under college.

I suspect once you get to college you are assumed to have some skills already.

But if I might speak also to in-service, there is no question that obviously the teachers that make up the faculties in Denver, probably Boston, Louisville, Milwaukee, anywhere else, hold generally the same values as the community.

You can assume that if the community doesn't want desegregation, the teachers by and large don't either. You can also assume that teachers by and large have children who are going to be involved in desegregation so they are uptight with the prospect, also. They are also climbing the ladder to some kind of middle class status, no doubt, and they, too, have moved to a community in which they would like their children to attend school.

So there is no question the teachers have those difficulties.

But I suspect also that a strong in-service—when I say a strong in-service, I am talking about one that does have inbred in it some evaluation measures—that is given the time, is conducted by the kinds of—the kind of experts that are able to determine what kinds of in-service is needed.

If you get the kind of commitment from the administration and it is properly monitored by district to see that the areas of need in respective schools are attempted to be met, that in-service, in fact, can have a major kind of—I think a major kind of impact on faculties.

I have watched faculties change. I have watched East High faculty change because there was a general commitment under a principal who has since been removed from the school, which shows you how administrations tend to wreck the system, a man who was committed to the notion that the schools ought to function multiculturally and insisted on a faculty involving itself in a meaningful kind of in-service program, and it did work.

He also made arrangements with those folks who didn't want to be involved with that kind of faculty to leave the school. Hopefully, they would be washed clear out of the system ultimately, because the kind of system they were looking for was in the process of dying out. Wasn't going to be around anymore. So in-service can be very useful ultimately.

Let me just finish, Mr. Horn.

Vice Chairman Horn. Go ahead.

Mr. Groff. So I was saying that I think the the in-service is only as good as the commitment to it, is only as good as the basic needs that need to be met once they are identified properly, and then I believe an in-service program can be of some use. □ϕ In your remarks in terms of the state taking its responsibility, I agree with you 100 percent. I am also of the opinion, however, that the citizens by and large make a great deal of—IMChink we are a country who knows the rhetoric that is supposed to go with "democracy," but once you have to start spending the dollars, then we have difficulty, i.e., bond issues fail.

The chairman of the Senate Education Committee in the Colorado legislature seldom, if ever, will support any kind of educational legislation that is going to cost a penny. Yet, he currently now is trying to find money to keep the golden dome lit through 1976.

In other words, he is willing to spend money and energy to make sure the dome is lit, and energy be damned. But you go before him and try to get $5 for a reading program, and he chairs the Education Committee, he is going to tell you we don't have that kind of money; you are going to have to go before the Joint Budget Committee that whose also going to have difficulty understanding the needs of education, the costs of education.

So I think what we have—and I agree with you—I think we have a major job in convincing society and convincing the state government that education costs a lot of money and it goes up with inflation like everything else.

And to some point we are going to have to stop rhetoric and start spending money.

I think we as citizens have to know also it is going to cost us a few pennies extra as well and begin to demand states spend the money on education. It should be our key priority.

Vice Chairman Horn. I think you would agree with me that while it might seem to cost money in the early years, the fact is in the long run if people can be self-sufficient, self-supporting and cope with the technological, industrial society, it is going to cost us a lot less money in the long-run than if we merely let this problem go on as it has for a generation where we have unemployment in the center city among blacks, Mexian-American youth, that ranges from 40 to 60 percent depending on how you want to count it.

Mr. Groff. Yes. You are either going to spend it for education or spend it for welfare.

Vice Chairman Horn. Governor Brown, you had a point, I believe.

Mr. Brown. Yes. I wanted to make—and Regis was touching on it at the end of his remarks—first—also point out to you, I guess, you are aware that when you have politicians you have much longer answers to your questions than you have any other part during the day and as a result of your reporter runs out of tape and the like.

I also want to emphasize that when I mentioned West Junior High School, that I would resist strenuously any attempt to place the blame for those two disorders at those institutions upon the students.

I insist that the cause was underlying, that it was the pervasive kind of attitude that existed in the adult community and within the faculty, as Senator Groff said. It was not the students that created it. It was the situation where one set of students wanted Chicano food, another set wanted soul food and the like.

In direct response about whether or not states ought to be putting more money into public education, I will clearly say yes, that I think we have a responsibility that at the state level has never yet and maybe never will be accepted and lived up to.

The reason I say "never will be" is because I am very disturbed about the trend across the nation today and would hope that this Commission would examine that very closely as we face fiscal crunches.

The apparent move is to lop off "the luxury items." That becomes many times the last come, the first to go. That is, whether we like it or not, bilingual education. That is, whether we like it or not, affirmative action within our whole public educational structure. That is, whether we like it or not, some of the quality things that have been added in recent years.

Those become the luxury items that state legislature, that governors tend to look at as things that they can do without.

Today I just returned from Albany, New York, the state capital of the State of New York. There was one public official using a new phrase for me, and it was "planned shrinkage," which I think has some very horrible kinds of thoughts of what it means in the future.

It is even worse than benign neglect, because what they were talking about is a planned shrinkage of certain kinds of state programs. They were listing such things as housing, such things as welfare, such things as affirmative action, but they were also listing education.

I think American society had better be watching that very closely and make sure that it isn't the elected official, who hasn't always shown a degree of sensitivity and compassion, who makes the decision as to what becomes luxury items, particularly when you look at education.

I am very, very disturbed at the trend that seems to be evolving.

Vice Chairman Horn. Speaker Valdez.

Mr. Valdez. Let me address myself to the question of what the state is doing in terms of education.

The state, I think, in the last two years has taken a dramatic change in recognizing some of the problems we have in education. It has contributed several million more dollars in that particular area.

First of all, there has been more state support to the local school districts, and I think that goes a long way in helping equalize the tax burden on the poorer districts.

But there are some problems with that because the formula that was passed in 1973 here in Colorado has a tendency to reward the districts that are not assessing properly and then really hurting districts; for instance, Denver—that is way up as far as the tax assessment goes—and therefore getting less money out of the formula.

So even though we have managed to pump millions and millions of more dollars to the public schools, that formula does have to be changed because it is inadequate. But it has gone a long way.

The second area I think the state of Colorado has been a front-runner in is the Handicapped Children's Act. But, again, we have problems with that. We are now over—I think it is around $21 million a year that the state is pumping to the local school districts for the Handicapped Children's Act.

Now, there is federal legislation thats pending that could probably punish Colorado for being a front-runner because the money is earmarked to those states that haven't made an effort yet.

Colorado, because it does have a mandatory act in that particular piece of legislation is forcing the school districts to put some of their own money and assisting them with state aid money. Because of the mandatory act we probably won't be receiving the federal monies we should be getting.

So I think federal legislation is misdirected in that particular.

The third area is the Bilingual/Bicultural Act we passed through the Colorado general assembly last year. I think this is another sign that the general assembly is beginning to look at more money in education, even though the sum was relatively small in comparison with the need.

We felt at least for the beginning year—and the program is geared K though 3—that perhaps for the first year basis that was at least enough money to get started on.

Again we have problems, and in regard to the federal officials that were testifying earlier, we had a lot of Title 7 monies in here that originally brought in our starting programs in bilingual/bicultural legislation.

But after the state came in to add to those programs, start the two new programs, the Department of Education turned around and cut a million dollars out of Title 7 monies for the State of Colorado.

So we lost that gain we had made through state funds.

So I feel you know what I am really trying to say, if a state makes an effort and then the federal government penalizes you for that effort, it really doesn't help much and the community doesn't have much chance to gain in terms of dollars for education.

Vice Chairman Horn. You have a point very well taken.

Let me just say, Mr. Chairman, as an individual commissioner, I am extremely impressed by the testimony you have given this Commission. I have found with some exceptions around America that the legislators often who are dealing with these problems at the grass roots really see the need.

I simply urge you to keep the pressure on the educators who sometimes, I regret to say, are not as in touch with reality as you gentlemen are.

Chairman Flemming. Commissioner Ruiz.

Commissioner Ruiz. With respect to the dropout, I listened to some very surprising testimony this morning from Bishop George Evans, auxiliary bishop of the Catholic Archdiocese of Denver since 1969.

In testifying, he made reference to the fact that in parochial grammar schools there are 10,600 Chicano children, whereas in high school there were 500. Whereas the Anglo children were a minority in grammar school, the Anglos constituted a majority in high school.

I just wondered whether you had any observations with respect to what is a shocking figure to me.

Chairman Flemming. Commissioner Ruiz, I think that 10,000 was the total enrollment in the parochial schools.

Commissioner Ruiz. 10,000 children in grammar school?

Chairman Flemming. Total. All children.

I forget what the number of Chicano was.

Mr. Valdez. Well, I think the story—regardless of the figures, the story is probably true in the parochial schools as it is in the public schools.

I think your own report, the five reports, as a matter of fact, you came out with which I consider to be excellent—but it really told the same story whether it was in the parochial or public schools, that, indeed, we have a lot of children beginning the early years in school and then we find that the figures are dramatically lower when it comes to high school.

My observation on that is simply that the educational system is not working for the Chicano child. It never has. I will not say it never will because I am working to see that it will. But I think it's going to be a hard battle.

But part of that, I think, relates to what we are trying to do with the bilingual/bicultural bill. I think in order for anybody to succeed in this world they have to feel good about themselves. I feel it is important that the—the bicultural portion to me is as important as the bilingual portion, and in Denver, probably more important because we do find children that don't have a language problem in Denver as they would in San Luis Valley, for instance.

But I believe that is part of it.

The child comes from a home environment into a completely different setting in school, nothing to identify with, no success figures, nothing in the history books. You know, the same old problem I am sure you have heard it before.

But I think that is very important, and I think that is what we are trying to address with the bilingual/bicultural bill.

We geared it, as I mentioned, in Colorado for K through 3 program because we feel it is important if you start the children in those formative years, that it is really going to have an impact.

I think we have too many programs—we are spending entirely too much money on a lot of the band-aid programs we have in high school with counselors and everything else trying to patch up the problem when that child or student has dropped out mentally from the school system years ago. Maybe in the 6th, 7th grade they have already dropped out mentally and are only waiting until they are physically old enough to legally drop out of school.

So I think if we concentrate in those early years I think our success is going to be much greater in the educational system.

I think that the educational system not only in Colorado, but Colorado is probably a classic example of that, but throughout the country is probably the most conservative system that exists in this country in terms of change: "What was good enough for us in 1904—got me through high school and college—it should be good enough for you."

That is the kind of attitude that exists through administrators, school board members and many other people in a lot of different school districts in Colorado.

Until we get a kind of change in that kind of attitude for people to look at new ideas like bilingual, bicultural education and other aspects of education and start opening their minds so that they in turn can better the minds of children, then I think it is going to be very hard for us to meet success.

So I think what we have to do is keep on the educators, telling them to look at new concepts and try to change the old ideas, and I think that is what really is hurting education now. We are really bogged down in old traditional ways that never worked.

COMMISSIONER RUIZ. Mr. Chairman, thank you for correcting me on the record.

I would like to put on the record something that is quite cohesive along the conversations that we've been having here.

It is a statement from—and a very powerful observation made by the Supreme Court of the United States in the case of Keyes v. the School District of Denver.

The Supreme Court says there is also much evidence that in the southwest Hispanos and Negroes—Negroes have a great many things in common.

The United States Commission on Civil Rights has recently published two reports on Hispano education in the southwest, focusing on students in the states of Arizona, California, Colorado, New Mexico and

Texas. The Commission concluded that Hispanos suffer from the same educational inequities as Negroes and American Indians.

In fact, the district court itself recognized that one of the things which the Hispano had in common with the Negro is economic and cultural deprivation discrimination. This is an agreement—there is agreement, though of different origins, Negroes and Hispanos in Denver suffer identical discrimination in treatment when compared with treatment afforded Anglo students, and under those circumstances we think petitioners are entitled to have schools with a combined predominance of Negroes and Hispanos included in the category of segregated schools.

Chairman Flemming. Thank you.

Mr. Sandoval. I would like to make one comment. Excuse me.

Chairman Flemming. I am going to have to end.

We are now about 15 minutes behind on our schedule.

There is another panel that is waiting to testify so that I hate to cut this off because it is very, very helpful. But, on the other hand, I do have to watch the time.

Go ahead.

Mr. Sandoval. This will just take a minute.

Dr. Minear earlier discussed that there has to be a whole discussion of the philosophy of bilingual/bicultural education. That philosophy was discussed on the Senate floor of the State of Colorado for 18 years, and over a hundred hours in many committees.

I don't think we need further discussion. It is here.

Commissioner Saltzman. Just a brief statement.

Governor Brown, you referred to politicians. Our experience here, I think at least for me, with respect to you as a group of politicians, has been most refreshing.

I am deeply grateful for the candor, the integrity, the forthrightness, strength of convictions which you have represented in reflecting your opinions.

I think it has been most helpful in our consideration of the problem and I do hope that the quality of your concerns reaches out to one another, because it is our conviction on the Commission that the fabric of rights and deprivation relates to one whole claw.

Where deprivation relates for one part of the community, its implications will bear upon the other.

I think in terms of the quality of you gentlemen, certainly the black and the Chicano community must find common grounds on which to move forward.

Thank you.

Mr. Brown. Dr. Flemming, could I humbly accept your praises and point out that I wish there was some way that you could get some legislators and other types of government officials who were not black and Chicano and get the same kind of positive statements, and then maybe I could have a better feeling about where Colorado and Denver in particular would be going in education.

Commissioner Rankin. Just to summarize what I liked, you have given us the history and bad things in the past, the problems you have, the problems we have today and that they extend on into the future.

But along with that, you had some guarded optimism that this old professor liked very much.

Chairman Flemming. May I say as chairman of the commission that as I sat here listening to your testimony—and as I listened to it I felt that I was having really one of the finest experiences that I have had in or out of government.

I can add to that I am a Methodist and I have learned to use the word "amen." I will use that word in connection with all of the comments that have been made by my colleagues within the last few minutes.

I don't want to—did you have something?

Mr. Groff. I just thought while you were being so kind to us, I would just like to say I have read your report on the Boston school system and I think that you all deserve a great pat on the back for a magnificent piece of work, because without it I think Boston would be in far deeper trouble than it is in right now.

I think it was just a magnificent study.

Chairman Flemming. Thank you.

Mr. Buggs. Amen.

Chairman Flemming. Thank you all very much.

[Laughter.]

Mr. Glick. For our final panel we will call four representatives of the business community of Denver. They are Mr. Rex Jennings, President of the Denver Chamber of Commerce; Mr. Bruce Rockwell, President of the Colorado National Bank; Mr. Kenneth Valis, President of the Colorado Paint Company; and Gene Amole, co-owner of KVOD Radio.

I will ask Mr. Dorsey to do the questioning of these witnesses.

[Whereupon, Rex Jennings, Bruce Rockwell, Kenneth Valis and Gene Amole were sworn by Chairman Flemming.]

TESTIMONY OF REX JENNINGS, PRESIDENT, DENVER CHAMBER OF COMMERCE; BRUCE ROCKWELL, PRESIDENT, COLORADO NATIONAL BANK; KENNETH VALIS, PRESIDENT, COLORADO PAINT COMPANY; GENE AMOLE, CO-OWNER, KVOD RADIO.

Mr. Dorsey. Mr. Chairman, I apologize for the delay in getting started. The previous witnesses were in large measure a function of my responsibility and I did want an opportunity to say a word to them.

I wonder if each of you could give your names and state your business affiliations for the record.

Mr. Amole. My name is Gene Amole. I am an owner of Radio Station KVOD and publisher of the Denver Magazine.

Mr. Rockwell. I am Bruce Rockwell, Chairman of the Board and Chief Executive Officer of the Colorado National Bank in Denver.

Mr. Jennings. I am Rex Jennings, President and General Manager of the Denver Chamber of Commerce.

Mr. Valis. I am Kenneth Valis, President of Colorado Paint Company.

Mr. Dorsey. Mr. Jennings, if I may, I would like to start with you. I have heard from other witnesses today—we have all heard of the commitment and involvement of the business community, one which this Commission has been interested in throughout the country, and I would ask you at this time if you would state what the Denver Chamber of Commerce did in support or in relationship to the implementation of the court order of 1974.

Mr. Jennings. I will be pleased to do that and I will do it as briefly as I can in the interest of your time and ours.

First of all the Denver Chamber of Commerce is an organization that represents—I guess it is the largest organization representing the so-called business community—has long been interested in and involved in quality education in the entire Denver metropolitan area.

It naturally was interested in and concerned about the proceedings that led to the court-ordered integration of the Denver Public Schools.

While this subject was in the courts prior to the time that Judge Doyle issued an order, we recognized whatever the order involved it was probably going to bring about the possibility for chaos and confusion and probably disruption in the total Denver community.

So the Board of Directors of the Chamber of Commerce, in consultation with its Educational Committee and task forces, commissioned a study of what had happened in some other cities that had experienced a court-ordered desegregation program.

They selected three other cities with similarity to Denver in size and ethnic makeup, et cetera.

We actually wanted to know what role the business community in general or the Chamber of Commerce in particular had played in the implementation order, what the problems had been in those communities and, in retrospect, what the business leaders of the Chamber would do if they had it to do all over again.

We commissioned a consultant who went to San Francisco, Oklahoma City and Atlanta, instructed to try to bring back as objective a view as possible, not to get one side out of balance with the other, but to talk with a broad cross-section of people, primarily largely in the business community but also in the school leadership, school board members, administrators, teachers, and also the ordinary citizens and parents of school children.

They came back—I do not have a copy of the report to refer to, but I have learned one can be made available for the record.

They came back with a number of conclusions.

Number one, in no instance had the Chamber of Commerce in those communities taken any action or any role whatsoever in the implementation of the court order. They had maintained the hands-off position.

Also, in all three communities the leaders of the business community had Chamber of Commerce said if they had it to do over again they felt it would be imperative that the Chamber of Commerce assert itself, take a position, work toward the peaceful, effective and tranquil implementation of the court-ordered program.

As a result of that, through a series of meetings with our education committees and task forces and on through our board of directors, an official policy statement was issued by the Denver Chamber of Commerce on April 25 of 1974 just a few days after the court order decision by Judge Doyle which said very briefly that Denver citizens, particularly those with children of school age, are confronted with court-ordered changes in the educational system which in many ways are a concern for—a concern for all as well as upsetting for many.

These emotions are not limited to any particular ethnic group or groups but appear to be widespread in the community.

The Board of Directors of the Denver Chamber of Commerce have spent many hours in searching discussions in an effort to determine what role if any it should consider as spokesmen for the business community of Denver in connection with the question of court-ordered desegregation of Denver public schools.

Major considerations have been: one, an abiding and long-demonstrated interest in and support of the Denver Public School System; two, deep respect for the country's system of jurisprudence; three, concern for the impact of possible community fragmentation on the school system and on the students.

To better understand the problem and hopefully to develop some rational respective of a much litigated issue which has tended frequently to polarize entire communities, the Chamber engaged an independent and professional consultant to study other cities which were already under court ordered school desegregation programs.

This study revealed that some communities were disrupted and fragmented. More importantly, educational processes were severely hampered during the first academic year that the court-ordered desegregation plans were in force.

In the end, therefore, it was the children who suffered from influences beyond their control.

We do not want this to happen in Denver.

We believe that the Chamber's capabilities should be directed toward achieving a positive environment for implementing the desegregation plan or any subsequent revisions by the courts.

This in no way is intended to reflect judgement on the conflicting viewpoints involved.

The Chamber believes strongly in the necessity of utilizing the existing legal processes in our society.

Without weighing the merits of the recent Denver school desegregation order, ask for community deliberation and understanding.

We recognize legal processes sometimes do not appear equitable. However, we submit there are adequate procedures within our legal system for further hearings and evaluation if deemed necessary.

Accordingly, the Denver Chamber of Commerce accepts the court's request as cited in the April 13, 1974 court memorandum and opinion for our help in those informational and educational programs essential to the plan's implementation.

In turn we offer our services and available resources which might directly or indirectly facilitate and enhance such programs.

Given the importance of the American system of jurisprudence, the orderly conditions which result from community respect for court decisions, the necessity for an educational environment as free as possible from disruption and obstacle and our conviction that strong community and business support of public education is essential to the development of the city's fundamental strengths, the Denver Chamber of Commerce urges community support for the acceptance and good faith implementation of the United States District Court order of April 17, 1974.

As I say, this policy statement was passed, incidentally, I might say, by unanimous vote of the Board of Directors on April 25, 1974.

Mr. Dorsey. I would ask Mr. Jennings if the Chamber of Commerce had any input also in the development and the actual operation of the CEC.

Mr. Jennings. Yes, again very briefly, we had been involved in many, many discussions about how to face up to the decision of the court order once it was handed down.

Informally in many instances and somewhat more formally in other instances, we were in many, many discussions and much dialogue with other community leaders of various segments of the community, recognizing that we had to band together to do what was best for the community.

We were cited in the court order as one of the organizations that was being asked to provide input into the court-designated Community Education Council.

Several members of the Denver Chamber of Commerce, I guess more than one member of our Board of Directors, and I personally were appointed to and accepted appointment to the Community Education Council.

Mr. Dorsey. Thank you very much.

Mr. Rockwell, your association with the Chamber of Commerce during that period of time I assumed covered some of the areas that have already been spoken to by Mr. Jennings.

However, it is my understanding that you personally and professionally were involved in the process of desegregation yourself.

I would like very much to hear about your involvement in the process of school desegregation in Denver.

Mr. Rockwell. I did serve as Chairman of the Chamber of Commerce during the fiscal year June '72 through June '73. I believe it was a year prior to that or perhaps possibly two years prior to that that the Chamber did create a standing education committee.

That committee dealt with a number of educational matters over and beyond the desegregation question, took no stance during the time this matter was before the court as Mr. Jennings has indicated, but then ultimately, in 1974, did take the position read to you by Mr. Jennings.

So as a member of the executive committee and then later chairman of the Board of Directors of the Chamber, I was intimately involved in this process and most interested to see to it that the business community did take a proper role at the proper time, which I believe they did.

As a private individual citizen, certainly not in my business capacity or professional capacity as a banker, I have long been interested in this subject and indeed was involved with a group that supported the suit from the very early days.

I associated myself with those people of like mind who felt that it was terribly important that this community indeed provide equal educational opportunity to all of our children which was not being provided at that point in time quite obviously, in our judgment, that this community must desegregate the schools if we were going to save the core city of Denver.

We did band together. We attempted to conduct dialogue with the existing school board.

You have been through a lot of the history of that period and I won't repeat it.

When it appeared that there was no likelihood that any accommodation would be reached, we felt that the only action that could be taken would be to resort to the courts, which was done.

I do not consider myself one of the organizers of that activity, but one of the constant supporters of that activity.

We, a number of us, were engaged in raising funds over a period of time to support that lawsuit, which we did willingly, and we had a great many of our citizens of common interest who dug regularly into their pockets for that purpose.

So throughout really my lifetime in Denver, and I am a native and went clear through the Denver schools, and my three children have attended the Denver public schools—two have graduated from East High and my youngest child is a senior at East High—they have had this remarkable experience of having gone through this large totally integrated high school, an experience they wouldn't trade nor would I trade for anything for them.

So I believe very keenly in the rightness of this issue. I support without any qualification the order that has come down. I am proud of this community for the way it has conducted itself in the face of great difficulties for many people. And I look forward to the completion of this process of integration over the next years and the reestablishment of what I am sure can once again become a really quality and innovative educational system in Denver.

I believe it has not been that kind of system, unfortunately, over the last ten or twelve years.

Mr. Dorsey. I understand, Mr. Rockwell, that you also were involved in the Community Education Council and played some role in the guidelines which were created for monitors.

Could you just briefly tell us what input you had there?

Mr. Rockwell. Yes. I, like Mr. Jennings, was one of the original appointees by Judge Doyle to the Community Education Council and served on that Council for a number of months in the early days of the Council.

I did join with some of our fellow members in the drafting of guidelines and rules for the conduct of the CEC.

We felt it was terribly important that we fully understood and accepted not only the scope but the limitation of our responsibility as monitors, that we were not negotiators, we were not administrators, we were reviewers, observers, and reporters and communicators.

The guidelines we drafted spoke to those issues. I believe it got the Council off to a proper start.

I think there could have been many, many improper involvements by people had we not agreed on those carefully drawn guidelines for the conduct of our business.

I subsequently resigned from the Commission when my wife announced as a candidate for the school board.

Mr. Dorsey. Thank you.

Mr. Amole, I realize that you are here at some personal sacrifice, and I appreciate that.

For the benefit of the Commissioners, Mr. Amole has a daughter who is involved in a program tonight and we would like very much to have him join her in that program.

Chairman Flemming. We will see to it.

Mr. Dorsey. I would, however, very much appreciate your input in these issues.

I would ask you now in what capacities you are involved in the media in Denver and how you in fact perceive the process of school desegregation, one which you have written on quite extensively and one as I understand it you have received recognition for.

Mr. Amole. Yes, at several levels.

I think first of all, like Mr. Rockwell, I was born in Denver and I live in Denver now. I have not escaped to the suburbs as so many have.

All four of my children have been educated in the public schools, two of which remain in the public schools.

My youngest son is now a senior at East High School and my youngest daughter is in the second grade. She is bussed between Traylor and Greenley Schools.

So my interest in the process of desegregating the public schools was more than professional, it was also personal.

I am co-owner of a radio station in Denver. I also do television commentary and free lance writing from time to time and recently I am also co-publisher of a city magazine which is called the Denver Magazine.

So I approached the whole desegregation process from different levels, professionally as well as personally. And having a daughter who was directly involved in the cross-town bussing from the very beginning gave me some insights into the problem which perhaps others do not have.

I think that there is certainly no question but what there was de facto segregation of the Denver public schools. That point is no longer I think debatable. A process by which we do something about it, however, has created I think some problems. It has solved some and created some new ones.

First of all, let me say that in the case of my own daughter, who was involved in the pairing process of the Denver public schools, I would say that the—from her standpoint and from our standpoint the experience has been a good one, that she has learned about other aspects of urban life that she probably wouldn't have had a chance to observe.

I think as a process of this pairing program she was able to have a broader understanding of society the way it really is in our community rather than just as it is in our own neighborhood. I think that has been an enrichment for her, a very positive aspect of this.

I don't know what has happened to the quality of education in the process, however.

Much has been said about the Community Education Council, and it has been my experience that while there has been some hostility at the upper level of it between Chancellor Mitchell and members of the school board and administration, that down lower it seems to work quite well, the members of the Community Education Council working with the schools, with the principals involved, and I found in my investigations that a very wholesome attitude existed between the two.

The one point upon which the educators seem to feel is lacking in all of this is that while the members of the Community Education Council are well equipped by background and by intent to observe the human relations aspect of the integration of the schools, they are not qualified and do not make an attempt in fact to pass any judgment on the quality of education.

There seems to be a vacuum here where there does not seem to be anybody who is really looking at what is happening to education.

The concern seems to be with attaining some kind of numerical balance which holds in the view of some some kind of magic and at the same time seeing that people get along socially pretty well.

I think that that has happened.

But as for what has happened to the quality of education in the process, we don't know yet.

My part in all this has been to write about it from my personal experience and my observations as a journalist. I have tried to do this objectively. I have tried to see not just the problem of segregation of the schools or the integration of the schools, but tried to see it in the overall context of the city.

In listening to the last panel—I didn't hear it mentioned but I think certainly someone should mention that sometimes the distant bureaucracy when dealing with the rather narrow problem we are facing here sometimes does not see the consequences of something like a court order what is it doing to the city? What are the city's chances for survival?

All of us here are billed on this panel as business people. I have to report to you that a good share of the business community as well as families in general are, rather than going into this business of bussing, have moved.

The school population of Denver dropped from over 90,000 to under 70,000 in a matter of two years. I don't think it is just coincidental.

I think that the—that this has something to do with it.

So we find that achieving balance in the schools is going to be increasingly difficult as people move out.

Now, the order itself which I think was successful in terms of not producing violence, there were several reasons for this. Many of them have been discussed here.

The intention of the community itself to do something. The establishment of the Community Education Council. Volunteer groups tried to make it work. There were well intentioned principals and teachers in all this who operated from the middle management level on down, and I thought they did a superb job.

But I also think the pairing plan had a lot to do with shall we say not the success of the program but to make it tolerable for people.

People saw this as a way in which they could participate in the process but at the same time retain the identity of the neighborhood school.

The pairing, I think, has a very positive effect upon this entire process.

I also feel that the chances for this same smoothness to continue now that that pairing has been overruled by the Appellate Court and upheld by the Supreme Court is in question.

I don't know what will happen as a result of that.

So I see the success of it in terms of a lack of violence as being attributable to these things: the pairing plan that Judge Doyle had ordered, the fact that Denver public schools are only one of fourteen school districts in the metropolitan Denver which I have not heard mentioned.

Only one school district has been operating under this desegregation order. There were ample opportunities for people to escape it if they chose to do so.

So I think a lot of people just picked up and left. That has a harmful effect on the city.

I spoke to Mr. Beesoff who is Mayor McNichols Administrative Executive Officer last week. He told me my 1982, insofar as the school population is concerned, we will have a minority city.

I don't think that is good. So I have feelings on both sides of this issue, about its success and lack of it.

Does that stimulate any thoughts of yours?

MR. DORSEY. Thank you.

I would now just address one general question to the panel as a whole. That is, that you have all been involved in various aspects of the business community, and I would like to have your reflections on how you see the process of school desegregation on the general values, concern of the business community as a commercial entity and whether or not you see them as related.

MR. VALIS. Well, there is no question that it has a bearing upon the well being of every business in the community. Any businessman that doesn't see that, number one, the quality of schools is an important—the single most important asset of government within the city, it is the single most important function we perform in the city. Not only in the size of the number of people who were involved, the size of the budget, but for the impact it has upon the quality of the city.

The second thing is that if the schools are continuously disrupted, disorganized, and people continue the flight to the suburbs, and I would disagree with Gene Amole about some of those figures happening in two years, but there definitely is a flight to the suburbs and it probably is being accelerated this year more than it existed last year, and I think it is a serious thing.

But, if we don't recognize that these things are happening and have an impact on business as a whole, then we are not realistic. . . . It results in deterioration of the tax base, results in higher demands for welfare costs and it has an impact on the schools because it means we pay for more and get less from the schools which means taxes have to go up on existing business.

MR. DORSEY. To follow up on that, you personally were very involved as a member of the Chamber of Commerce. I would like your reflections on the role you played and the role that the committee, the Education Committee played.

MR. VALIS. Part of the statement Rex Jennings read started in its evolution in the Education Committee. I think it started under Jim Allen, and I think Don Horst was chairman.

What was happening during the suit was recognition that a court order was imminent. This was going to be implemented in September of 1974. And we foresaw great difficulties unless people took a stand and tried to do something so that we did not have a disruption of the school system and a disintegration of the school plants from the things that were happening in the city already.

We adopted a resolution and it was also done unanimously, after Rachel Noel appeared before the Committee, Kay Schoff had just been elected to the school board and came before the committee, many people came and asked for the Chamber to take a stand.

As Rex Jennings mentioned, [I think it's in the report] we recognized that the Chamber had to take a stand. It was a center some people were looking toward for some advice and direction. It was our responsibility to do that. So a resolution was adopted, urging several of the things mentioned in this lengthier resolution, and it was also passed unanimously by the Education Committee.

Mr. Dorsey. Thank you very much.

Mr. Chairman, I have no further questions.

Chairman Flemming. The members of the Commission decided a few months ago that we should try to take a look as to what is happening in the area of desegregation on a national basis. At the same time we decided that we weren't just going to sit in Washington and read reports. Or, I guess I should put it, read reports in our various homes, because this is a part-time Commission. All of the members of the Commission have other assignments.

We decided we did want to get out and listen to testimony from persons who were intimately associated with the process in the various communities of the country. We found this to be extremely helpful in Boston.

I just want to say that the insights that you have provided right now, the sense of commitment that one obtains from what you have been saying, vindicates I think our judgment in deciding to get out and to listen to people, because there is no other way we could get the feel of the situation that you and others today have provided, and that others will provide us.

I am very much aware of the fact that you were told we were going to be recessing at 6 o'clock. It is now 6 o'clock. I am just going to ask my colleagues on the Commission if they have any quick question they might like to ask.

But, I would also like to say to the members of the panel, if you know you have an engagement and feel you got to leave, why, don't hesitate to do it because we will understand. But, I imagine we will take another five minutes or so.

Commissioner Ruiz. I just want to make a statement.

Mr. Amole felt that perhaps moving to the suburbs from the inner city was an escape from a minority city.

The Commission held a consultation in Washington, D.C. recently, and prestigious witnesses, on the whole, testified that flight from the inner cities is something that has been taking place for many years, without relation to busing. That there was an acceleration of people wanting to move to the country after total desegregation, but that thereafter, the tendency and movement got back to normal.

This is it. This is the consultation based upon facts and it seems to be a phenomena all over the United States to get out to the country.

I just wanted to make that explanation for purposes of what we did in that respect.

MR. AMOLE. Could I respond to that?

CHAIRMAN FLEMMING. Sure.

MR. AMOLE. I think sometimes in discussing the urban flight, there is a tendency to try to generalize all cities. I can see you have to come to some sort of generalization in dealing with this.

But, the Denver situation is one in which there are many pressures that are creating our problem, and this is only one of them.

I, too, will go back to my statistics and I think they are quite accurate on the fact that one-fifth of the Denver school population did suddenly disappear somewhere within a matter of two years. It was coincidental with the Court Order and the direction we were going.

I thought it was terribly unfortunate that people were panicked and that afraid that they left. But there are other aspects, and this is what I am saying about our situation here.

To look at just this part of our urban problem is unfortunate, because it doesn't take into consideration other parts. The Denver situation now is a precarious one because of [this and because of] other things.

There have been initiated amendments to our constitution which forever, at least for the foreseeable future, have blocked any annexation by Denver. There just isn't going to be any annexation.

The Detroit situation about the cross-district busing, I felt was very damaging to our situation here. So our city is really in trouble. We have had in the past what I think a dynamic city. It has grown; it has grown in many ways. I think that it is unfortunate that something that is as well intentioned as this is, contributes to as severely as I think it does, to the urban decay that we are facing.

I don't have an answer for it. I think that from listening to the other panels and from listening to what you all have to say, is that quality in education is something that the emphasis should certainly be on. Quality of education that will make people or will draw people into the core of the city rather than send them out to the suburbs.

We have a water situation where which I don't think is understood in other parts of the country. It is a situation which most of our water is imported from the Western Slope of our state; the importation of that water to feed suburban areas.

Now, the water board is an entity of the City and County of Denver, yet it is marketing water out to the suburbs for the purpose of building more houses for affluent Denver people so that they can move away from the core of the city to another area.

So, we have that problem, too. It isn't just your problem.

We have many problems that contribute to the decay of our urban society. I think they are unfortunate and I think it would be terribly unfortunate if we had a minority city.

Mr. Rockwell. I would like to take exception to the thrust of some of your remarks.

The fact is, as you state it, Mr. Ruiz this process has been going on for a good long time. It didn't start with the school desegregation. I am sorry I can't quote the statistics, but I am also certain Mr. Amole's statistics are erroneous and I would hope the Commission would set the record straight as to what the true figures are.

The first year of desegregation we lost several thousand students, not anything like the number Mr. Amole quoted. I think it was in the range of 5- or 6000, 7000.

Interestingly enough, the second year we have lost very few students. I think it is a sign, it is a hopeful sign, an encouraging sign that during this second year there has been very little diminuition of the population in our school system. I hope this is a trend.

But, Gene, I think you are really overstating this question. I am not trying to ignore it and saying it isn't here, but I would hate to see this Commission leave with the impression that all of the Anglo population of Denver is going to be departing the year after next.

Mr. Amole. Bruce, can I say that the high water mark with the Denver Public Schools was around 92,000, wasn't it in 1967?

I don't say this all happened from the time the first bus started to roll from across the neighborhood school line. But I am saying that the population has declined to the current figure now, 77. It dropped below 60 at one point, did it not?

No?

Are you sure?

This was the information I got from calling the Denver School Administration.

Chairman Flemming. We are now having a good town meeting.

Mr. Amole. In any event, I think that, yes, there is a lot of reasons that people move to the suburbs, and that the "Urban Observatory" made a study on this and they asked people why they moved.

They gave a lot of reasons, included among them, and this was not a principal reason. But I don't think the people tell the truth on these matters. I think they face up to a researcher eyeball to eyeball, and don't like to admit they are prejudiced.

Commissioner Saltzman. Mr. Yasui, when I pursued a line of questioning in this direction with him, indicated there were other priorities that came even before the busing.

Mr. Amole. Crime?

Commissioner Saltzman. Yes, and the quality of life in general that contributed to the outward movement.

Chairman Flemming. On the matter of statistics, I assume that when we have the witnesses here from the Board of Education or the Superintendent's Office, that we have requested that comparative statistics on enrollment be provided.

Mr. Glick. We have those statistics, and they, I think, pretty much agree with the way Mr. Rockwell has stated them.

Vice Chairman Horn. May I ask they be Exhibit 12 in the record at this point, to clarify the transcript.

Chairman Flemming. We may want them a couple of places. We will get them in at this point.

[The document referred to was marked Exhibit 12 for identification and received in evidence.]

Mr. Amole. I think the reason there has been less dropout among families going to the suburbs this past year has been because of the pairing. I think the pairing has been a very successful aspect of this. The pairing is a kind of a unique situation here. I don't think it is understood I think how damaging the overruling of the pairing part of this will be. At least I think it will be.

Commissioner Rankin. Is it absolutely impossible for you to extend the city limits?

I am an old City Councilman in Durham, where we got it through the legislature where if we extended city service, we could get the boundaries extended, and it's worked very well.

Mr. Amole. No, we have a situation here where there were two initiated amendments; one was a referred amendment from the state legislature, and the other an initiated amendment from the people in which Denver annexation was halted.

[The Poundstone amendment which was] the initiated amendment made it virtually impossible for Denver to annex.

Chairman Rankin. Where is the opposition coming from, just the people in the suburbs or all over the state?

Mr. Amole. Well, I think it is statewide in nature, but I think it is more pronounced in the suburbs.

We had the Boundary Commission, which was passed at the same time. It is a question of whether Denver wants to be hanged or shot.

In either event, we can't annex and we haven't annexed since then, and I don't see that we will unless there are some court appeals on these.

I don't know how they are going to turn out, but for the time being, it doesn't appear we can annex anymore. There are movements toward metropolitan government, establishing regional service. We have a regional transportation district, we have this kind of thing. There doesn't seem to be any movement, however, toward consolidation of school districts.

Vice Chairman Horn. I wonder, Mr. Amole, I would like to quote something you once wrote, and ask your three colleagues to comment on it.

You alluded to it in an answer to Commissioner Ruiz. You said in Accropolis September 1975, Denver water mains carry water across city and county lines where integrated school buses are forbidden to go. Denver water nourishes new suburbs to provide a haven for those who flee the city's core and its problems.

As I understand the staff report, apparently the decision as to whether or not water from the Western Slope which comes to Denver and goes to the suburbs, is a decision which can be made by the Denver Water Board which controls that distribution.

Am I correct?

Is that the factual situation?

Well then, I would like to ask your three colleagues to what extent they feel the Chamber of Commerce, one of the major banks in the State of Colorado, a major industry, can put pressure on the city government in their appointment of commissioners and the Denver Water Board to see that Denver has some leverage here with regard to annexation of the suburbs, or at least the growth of the suburbs.

You have a tremendous lever there in terms of the allocation of water resources to this sprawling growth.

What are your reactions to that?

Mr. Jennings. First of all, the Colorado Water Law is terribly complex, and I don't presume to understand it. There is whats referred to the Blue River Decree that awarded certain Western Slope water rights to Denver, in keeping with its obligation to provide water service to the Denver region.

On that basis, there are questions among the lawyers whether or not Denver could arbitrarily refuse to serve water to anyone outside.

But I, personally, do not feel that Denver has that much control over the continued development of the suburbs. People who want to live in the open space areas for one reason or another, will find water someway, somehow. We have seen that evidenced in many other cities of this country and many cities of the world, that a shortage of water or expensive water does not necessarily control growth. It may inhibit it temporarily, it may have some influence on it, but it is not a determining factor.

Vice Chairman Horn. Do you other gentlemen agree with that statement?

Mr. Rockwell. With respect to Mr. Amole's statement and your inquiry, the Denver Water Department found itself in almost an exclusive position to supply water to support the growth of this community.

Some of us who were Denverites first, last and always, have watched this process, namely that of supplying water to the suburbs. We have watched the growth of our economy. It has been fundamental to the support of the growth of this area which, as you know, has been growing in an extremely rapid manner in the last 10 or 15 years.

The Denver Water Department has consistently been accused of using water as a political weapon. If they have done so, they have done a pretty poor job of it.

There are those who today would call upon the Water Board to get out the bludgeon and use it on the suburbs.

The fact of the matter is that we, I think, now legally are required—and I think this would probably be brought out in court of law—to supply within the capacity and means of the Denver Water Department to do so, the continuing development and growth of the suburbs. So I am not sure there is all that much of an option available to the Denver Water Department.

Moreover, this is a question of the total growth, total economic welfare of this community which, in some ways you may say would override the more narrow issue of white flight. Maybe we deal with that problem at a different level and not with water.

Mr. Valis. Well, it is interesting that you mentioned this flight to the suburbs started a long time ago. The Metropolitan Denver Urban Coalition submitted a report on education several years ago. In the first paragraph it mentions that flight to the suburbs probably started with the New York, New Haven and Hartford Railroad back in 1803. It isn't a new phenomena.

The Denver Water Board is presently up to its ears in litigation and it is probably an unpolitical thing to do for them even to consider trying to strangle any of the suburbs, because the state legislature has the power to control the Denver Water Board. The Water Board now is controlled by the—the Mayor makes the appointments and the Water Board is autonomous and is very powerful. But I would judge it would be a very unpolitic thing for them to do at this particular time when the state legislature has been building and presently has—

Thirdly, not everybody agrees, you see, that flight to the suburbs as you name it here or as we used to call it, growth, is necessarily bad. There are many people that want to live in the suburbs, many people want to live in Littleton. Maybe they work at Martin—Denver Technological Center or other places.

We are talking about driving long distances to work. You know, we have many conflicting interests here.

Now recently, the Chamber of Commerce supported strenuously the Regional Transportation District, and some of us, me in particular, are having grave doubts about the RTD's function in this community. We are now making it possible, we are even picking up people and talking about taking them 35 to 40 miles to work. So we are making it easier for them to move out.

That thing passed overwhelmingly not only in the City and County of Denver, but that passed overwhelmingly in five adjoining counties.

Commissioner Saltzman. May I ask Mr. Jennings a question?

Chairman Flemming. Go ahead.

Commissioner Saltzman. Is the Chamber of Commerce a metropolitan chamber or city?

Mr. Jennings. Yes. I wanted to make that point. Basically, it is a metropolitan organization, serving the entire metropolitan area.

Commissioner Saltzman. Is Jefferson County one of its constituencies?

Mr. Jennings. Yes.

Commissioner Saltzman. What is the racial-economic makeup of Jefferson County?

Mr. Jennings. I am sorry, I do not have the statistics, but it is predominantly Anglo.

Commissioner Saltzman. In general, a rather middle-class community?

Mr. Jennings. Yes, I would say generally speaking.

Commissioner Saltzman. I understand that 95 percent of the students, or of the school-age children in Jefferson County are bused.

Does this massive busing in Jefferson County bring with it massive problems?

Mr. Jennings. This is one of the real ironies of the whole discussion, you know. It has been going on for years with regard to busing.

The majority of the students of the metropolitan school system have been bused for many, many years. And people seem, some people move toward it, you know, and have. That is kind of misnomer in the whole scheme of things, yes. A very good point.

While I have the microphone, let me make one other point. The Denver Chamber of Commerce is metropolitan in scope. I happen to live in the City and County of Denver; one, by choice, somewhat influenced by the fact that Denver is the largest single corporate entity within the area that I serve and where I work.

I moved here ten years ago. I have three children. The oldest two attended throughout their public school career, totally segregated schools. One was still in school when we moved to Denver, but I believe the school she attended was totally segregated at the time. My youngest is now a junior at a school that has become more integrated since the Court Order, was beginning to become integrated before the Court Order.

I—and this is only a personal opinion, and if there is any way of ever knowing, time will tell—educationally, academically, I think the process has had no influence upon his learning process as far as the books are concerned.

I have the personal feeling that the integration of that school has had a very meaningful influence upon his having a better understanding of human nature, and gaining a new appreciation for people of minority races that he might have been a long time in achieving had it not been for this experience.

One other little point I would like to make. That is that while we have had substantial amount of so-called white flight, or people moving out, it ought to be mentioned, and somewhere somebody probably has the records here, and maybe the school system does, there were people that left the City and County of Denver when the Order first came out, simply in order to avoid integration, who have moved back in within a year, because they really were not all that enthralled with the type of system and experience that they had in the suburbs.

Chairman Flemming. Thank you very much.

Any other questions?

[No response.]

If not, thank you for your very, very significant contribution. It has helped a great deal.

The hearing is in recess until 9 o'clock tomorrow morning.

[Whereupon, at 6:20 p.m., the hearing was recessed, to reconvene at 9:00 a.m. Wednesday, 18 February 1976.]

UNITED STATES COMMISSION ON CIVIL RIGHTS

Wednesday, February 18, 1976

Federal Building
Rm. 2330, 1961 Stout Street
Denver, Colorado

The U.S. Commission on Civil Rights convened, pursuant to notice, at 9 a.m., Arthur S. Flemming, Chairman, presiding.

PRESENT: Arthur S. Flemming, Chairman; Stephen Horn, Vice Chairman; Frankie M. Freeman, Commissioner; Murray Saltzman, Commissioner; John A. Buggs, Staff Director; Lawrence Glick; Acting General Counsel; Frederick Dorsey, Assistant General Counsel; Jack P. Hartog, Assistant General Counsel; Hester C. Lewis, Assistant General Counsel; Shirley Hill Witt, Regional Director.

PROCEEDINGS

(The Court Reporter was sworn.)

CHAIRMAN FLEMMING: Hearing will come to order.

I'll ask counsel to call the first witness.

MR. GLICK: Mr. Chairman, the first witness for this morning is Mr. Charles L. Burton, Supervisor of School Security for the Denver Public School System.

Mr. Burton, will you come forward, please.

CHAIRMAN FLEMMING: If you would raise your right hand, Mr. Burton.

[Whereupon, Charles L. Burton was sworn by Chairman Flemming.]

TESTIMONY OF CHARLES L. BURTON, SUPERVISOR, OFFICE OF SAFETY AND SECURITY, DENVER PUBLIC SCHOOLS

CHAIRMAN FLEMMING: Very happy to have you with us this morning.

MR. GLICK: For our record, Mr. Burton, would you please state your name, address and occupation.

MR. BURTON: Yes. My name is Charles L. Burton, and I am the supervisor of Safety and Security for the Denver Public Schools, District Number 1.

MR. GLICK: And your address.

MR. BURTON: My home address is 4996 East Atlantic Place, Denver.

MR. GLICK: Thank you.

Mr. Burton, how long has the Department of School Security and Safety been in existence?

MR. BURTON: The job was officially created in 1973. Before that time it was an individual matter with the schools. Each school had some sort of security organization, it was centralized in late 1973.

MR. GLICK: It was formalized?

MR. BURTON: Yes.

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Mr. Glick: And the school security officers came under a central supervision?

Mr. Burton: Yes. The appointment of my office was made at that time.

Mr. Glick: What led to that change from the previous organization?

Mr. Burton: Possibly a need to have a consistency in the way in which the security operated in the schools. The previous arrangement with what was called aids in the schools, had not proved to be 100 percent satisfactory, and it was necessary, I think, to bring it together so that there could be central direction and so that the consistency and the recruitment and the hiring of people to work in this field and things of this nature.

Mr. Glick: Was this desire to formalize the procedure kind of upgraded, so to speak, related in any way to the desegregation of the schools?

Mr. Burton: I think possibly so. It was an outgrowth of the need to have a consistently good security organization in each of the—particularly the secondary schools, because the problems have became pretty much universal. They were about the same in all the schools, so it was necessary then to direct the operation from the central office.

Mr. Glick: What was the nature of the problem?

Mr. Burton: Some violence, some theft, some vandalism, all the kinds of things that young people do when they are pretty much unsupervised, and in the case of the Denver public schools, the job of the teacher is such that there is not a lot of time for what we call supervisory patrol, not a lot of enthusiasm for that sort of thing on the part of people who are not specializing in security and as a consequence, I think the need became obvious.

Mr. Glick: Mr. Burton, what kind of people do you employ as school security personnel, do you look for persons who are essentially law enforcement officers, or what kind of training and background do you look for?

Mr. Burton: Well, in our professional judgment, in my professional judgment, I suppose I should say, the best people for this kind of a job are people who have an interest in the community and people who are, if possible, related to that community.

And law enforcement officers don't fit that pattern in the sense that they are dedicated to one proposition, and that's upholding the law as the law is written. Their role in counselling, in their role in being helpful and being preventive is not their major role.

My personal philosophy is that the people who work in this field should be someone who perhaps knows the community, someone who has a particular interest in the schools and for this reason, we recruit directly from the community and take people from all walks of life, who express an interest.

One of the first questions we ask them is, why do you want to do this kind of work. And if they're interested in helping, if they're interested in the schools, if they exhibit this kind of interest in the interview, then we're interested in them.

Mr. Glick: I know you have used the word "preventive." Does this suggest that what you're interested in is preventing violence rather than coping with it after it occurs?

Mr. Burton: Yes. Very definitely. I think the philosophy that my job and my position would advocate would be one that is preventive oriented, a positive type of control rather than control of the event after it happens.

In other words, we would like not to have to bust anyone. We would like not to have to place anyone in custody or take anyone into the office if such a program could be developed. We're working toward that. And we're making progress in that direction. We prevent the thing from happening through various devices that we have engineered and we think that it's being successful.

Mr. Glick: Could you describe some of the devices and techniques that are being used?

Mr. Burton: Well, within the school itself, the crew that serves as a security crew has close contact with the students and actually develops its own intelligence sources among the students. And in doing this, they become aware of what's going on in the school, whether there are tensions, whether there are feelings on the part of a few individuals or whether there is someone who could be classified as a troublemaker, in which case these people concentrate their efforts in this direction.

And it is more or less, although I'm reluctant to use the term "counselling effort," it is a question of watching this particular person to see if those energies can be directed in a more positive direction.

We quite frequently find a student who is lonely or who is frustrated or who has a particular home problem or something of this nature, and we're able to make a referral to the proper school authority. It is not our job to solve the problem, but it is our job to help solve the problem.

We quite frequently will move a student to the proper counsellor or move him to the health services or some other area where he might be prevented from being a violent student. We have been very successful at this.

Mr. Glick: Is there any special kind of training that your security persons are given before they go on the job or in-service training?

Mr. Burton: All of our people who work in security, as I said before, come from the community, from all walks of life, they have varying degrees of education ranging from practically no education, although we do give preference to people with at least high school education, for the simple reason that they have had the high school experience, the secondary experience. All the way up to people with dual masters degrees. I have had one, only one, person with a PhD, that's not terribly significant, because this person was in the process of getting another job when I hired him for temporary duty.

But we give these people around 60 hours of in-service training, and most of this is on-the-job training, although they do attend training sessions on Saturday and at night on their own time away from the school. They are very, very carefully given exposure to all facets of human relations training, sociology, first aid training, information concerning how the schools operate, what the philosophy of the schools are, philosophies are, what things we are trying to do in the public schools in Denver to educate the most kids in the best manner. And each of these people is required to undergo this training as he works with us.

Mr. Glick: Thank you, Mr. Burton.

Mr. Chairman, I have no further questions.

Chairman Flemming: Mr. Horn, any questions?

Vice Chairman Horn: Mr. Burton, I wonder if based on your experience, if you have any feeling as to the degree of suspensions that might be occurring in the Denver schools and whether there are more suspensions following the court order for desegregation or less, and if the suspensions are made based on cases your people might observe or otherwise, do they seem to disproportionately affect minority groups?

Mr. Burton: Having been away from the job of vice principal for some three years now, it would be very difficult for me to answer that, because frankly, I don't follow the record to see how many students are suspended or how many escape suspension when they are reported to the office by our people.

We have a follow-up in the sense that our people try to recontact the student who had had some difficulities after he returns to school, if indeed he has been suspended and to try to get back on a smooth course with that student.

In other words, we don't pursue anybody, we don't try to follow anyone around to make sure that he doesn't do the same thing again and that sort of thing.

I really can't answer the question on the basis of whether there are more or less suspensions. I just don't have those figures.

Vice Chairman Horn: Fine.

Mr. Chairman, as Exhibit 11 I'd like inserted in the record at this point the affirmative action breakdown of Mr. Burton's office. He furnished it to counsel in the interview. I think it is a very impressive listing here of the 90 positions that are authorized and the 87 you had filled, it is a breakdown between white, black, Hispanic and Orientals and I would like that inserted at this time in the record.

Mr. Glick: It is Exhibit 14.

Chairman Flemming: Without objection, it will be entered in the record as Exhibit Number 14.

[Whereupon, the document referred to was marked Exhibit Number 14 for identification and received in evidence.]

Chairman Flemming: Could I just interrupt to ask a question.

Do you at any time employ older persons in this . . . for this work?

Mr. Burton: Yes.

I might interject a note which I think is one that I'm very proud of. I have a gentleman working for me who has retired from at least three jobs that I know of, and he is in his very late 60s or early 70s, and he is, I'm proud to say, one of the best security people that I have.

I have him working at the elementary level where there was a school which was having some difficulties as far as behavior was concerned, and he has completely turned that school around. And while many other people share credit for this, this gentleman has one of the finest rapports with the students I have seen. He is only about 5'2" in size, but he has all the things that go with making a good security man for students.

CHAIRMAN FLEMMING: Seems to me that's a good illustration of the contribution that older persons can make if given the opportunity.

MR. BURTON: Absolutely.

CHAIRMAN FLEMMING: Anything, Commissioner Freeman?

COMMISSIONER FREEMAN: Commissioner Burton, with respect to the employment of employees, I would like to know about your turnover rate of employees.

MR. BURTON: The turnover is not high from the standpoint of people who are failures at the job or who are dissatisfied. I'm sorry to say the highest level of turnover I have, well, I'm not sorry to say it, I hesitate to say it because we would like to be able to pay more money, the turnover is for people who are able to get a better job, who can make more money, and of course, I have to say a friendly good-bye to those kind of people. Although I lose some very fine people that way.

I just recently lost a Catholic priest, a young priest, who was working for me who was able to get a job as principal of a parochial school. And while he was a very fine security man, I certainly don't resent his going to take a principalship with a school. This is the largest area of turnover.

COMMISSIONER FREEMAN: I noticed that one of the problems was that the salaries are indicated to be low. Have you made an assessment, or judgment as to what the salary ought to be in order to keep, recruit, attract and retain persons?

MR. BURTON: Well, I couldn't give you a dollar figure on that, of course, because I'm not an expert in salaries, and the going rates for labor. But I can say this, that the quality of people that we insist upon to do this work and the kind of people we have to hire to do a good job in this kind of work deserve a better salary than we're able to pay.

Of course, we're limited by the amount the budget will spend, and the Board has been very generous with the budget, but we're in difficult labor position as far as comparative salaries are concerned. People can make more money doing other jobs and of course, we're not able to offer any fringe benefits which is another big factor in losing good people.

COMMISSIONER FREEMAN: Have you submitted a budget request which would include a higher salary?

Mr. Burton: Yes, I do this annually and I was able to obtain a raise for the people this year through the efforts of the superintendent.

Commissioner Freeman: Thank you.

Chairman Flemming: Mr. Rankin.

Commissioner Rankin: In your work, do you come in contact with parents?

Mr. Burton: Very frequently. And I'm pleased to say that the parent reaction to security, in Denver at least, is very positive. We get complaints, of course, that their particular son or daughter has been hassled by security, but when the circumstances of the things are explained to the parents, and the reason for this is that the child perhaps was a little out of line, discipline-wise, and that the security person had to speak to them, we get good reactions.

Commissioner Rankin: Isn't that a little unusual, down in my country the parents always blame it on the officers rather than the child for this misbehavior?

Mr. Burton: I would say it is unusual and maybe it is a credit to the type of people that we have working for us that they're able to handle the child in such a way as not to create a high degree of hostility. But it has not been a problem at this point.

Commissioner Rankin: What about your relation with teachers?

Mr. Burton: Relationship with teachers is good. We are accepted in the building. I think quite frequently teachers appreciate the fact that they know the halls are secure when they're in their classroom with the doors closed.

My experience in the recent visits with other school districts has shown this to be a severe problem, teachers are in their classroom and not sure what's happening right outside the door. We can assure them that we have someone out there.

Commissioner Rankin: Have they ever criticized you in your work, the teachers?

Mr. Burton: There is a small amount of criticism I suppose, that we perhaps don't have enough people, that we don't do enough, that we're not able to literally blanket the school with security. But I think that's a natural criticism.

Commissioner Rankin: Have you ever compared your record here with the record, say, in Salt Lake or other cities to see whether you have more suspensions or more difficulty than they have? Have you ever made any comparative studies?

Mr. Burton: I haven't made studies in the numbers of problems down to the number of people suspended or the numbers of problems that occur, no, I have no statistics on that.

Commissioner Rankin: Do you like suspensions as a punishment?

Mr. Burton: I don't really like to correlate suspensions with punishment.

Commissioner Rankin: Well, what do you correlate it with?

Mr. Burton: I think suspension quite often is necessary to get the attention of both the parent and the student. I think sometimes you continually call or continually write notes to a parent and the parent doesn't believe that the problem is all that serious, but I think once the student has been sent home with the understanding that he must come back with his parent, and this is generally the attitude of suspension in Denver, that the parent must come back and bring the student back to get him reinstatement, then you get the parent's attention.

Commissioner Ranking: Are students ever expelled?

Mr. Burton: This is very, very rare. I don't know what the statistics are in Denver exactly, but it is very, very small. It is a minute number.

Commissioner Rankin: Do you recommend a substitute for suspension or expulsion that would work better than suspension?

Mr. Burton: I don't know that there is a substitute. I couldn't . . .

Commissioner Rankin: Do you think that that's a good procedure to follow?

Mr. Burton: With limitations, with tight control, I think perhaps suspensions are necessary, yes.

Chairman Flemming: Mr. Ruiz.

Commissioner Ruiz: I understood your testimony to be that the Office of Safety and Security was established prior to the court for desegregation, is that correct?

Mr. Burton: No, it was not, sir. It was established well after the court order.

Commissioner Ruiz: And prior to that time, was there any specific system that existed other than the one that came into effect later?

Mr. Burton: Only that in the individual schools in which the paraprofessional office, the Office of personnel charged with the hiring of paraprofessionals, did hire a paraprofessional-type of employee whose job was to be a hall aid or a staff aid or a teacher aid. They had various titles and they did essentially in a very minor way, the type of work that security would be doing or is doing now.

They were not trained people. They were not nearly so highly selective as the people we have now. But they did the job of patrolling the halls and offering some additional support to the faculty.

Commissioner Ruiz: Was it because of some sort of an unemployment situation that you made an application to the Department of Labor for training, or was it a specific interest in the—prompted by the fact that there was trouble in the schools?

Mr. Burton: The availability—are you speaking of the manpower grant that we had?

Commissioner Ruiz: I believe that got you off the ground, didn't it?

Mr. Burton: Yes, the manpower grant was the seed funding to get the security office off the ground, you're right.

And I think basically, it was an opportunity for us to play into the hands of the manpower aim which was to get people employed who were unemployed or who were under employed, and at the same time a marvelous opportunity to establish a full-blown security office which we had been talking about and had in the planning stage.

So the two things came together at a very fortuitous time and we were able to utilize that grant in a most profitable way.

COMMISSIONER RUIZ: In making an application for the grant, did you have some sort of a private foundation, nonprofit foundation, what type of an organization did you have, or was it done through the Department of Education, how was that application submitted originally?

MR. BURTON: I believe the application was submitted by our Office of Federal Funds, which is a part of the Denver public school operation, and I'm not thoroughly familiar with that process. I don't know how they did it. I'm very glad to have received the funds, but I'm not sure how they arranged them.

COMMISSIONER RUIZ: Well, could you find out because that's a very interesting matter, and I'd like to make it a part of the record as to how you went after that seed money that then flowered into supplemental monies procured I assume for purposes of further developing the program.

MR. BURTON: Right. I am unable to answer that at this time because I'm not sure, but I certainly will find out.

COMMISSIONER RUIZ: Will you kindly find out and contact the Staff Director or our counsel here, or will counsel contact the witness as to how that was done?

MR. GLICK: Yes, we will.

MR. BURTON: Good enough.

COMMISSIONER RUIZ: Thank you.

CHAIRMAN FLEMMING: Mr. Saltzman.

COMMISSIONER SALTZMAN: Mr. Burton, in your view how has the desegregation order affected school security?

MR. BURTON: Do you mean why has it been—why has desegregation created problems, or do you mean . . .

COMMISSIONER SALTZMAN: Well, I don't want to add anything more because I dont want to prejudge what I'm saying.

MR. BURTON: I'm not sure I understand what you're saying, because . . .

COMMISSIONER SALTZMAN: How has the desegregation order affected school security? Has it made problems, lessened problems, I mean . . .

MR. BURTON: I see what you mean, yes. I thought you were referring to the security organization. I see what you mean.

No, the desegregation act in Denver, the implementation of bussing throw together, of course, different children from all areas of the city, threw them into the school situations which had been stable and which had been in some cases very, very close knit school communities, and many of the young people who came to the different schools as a result of desegregation were frustrated, surprised, excited, in some cases angry, in some cases they had prejudged the situation before they got there, incorrectly in many cases and I think it took a lot of settling, settling down, the security organization, the security people had worked in that field, including the teachers, of course, and administrators had to provide some settling catalysts to make this situation calm down.

And at the present time I think the results have been obvious, the schools are quiet. The students recognize that the kind of security that we're providing in the Denver public schools is a positive force, and that their frustrations have an outlet . . .

COMMISSIONER SALTZMAN: From what you said, can I draw a generalization that where a school is undergoing some kind of change, that's probably where problems will be manifested; is that what you're saying?

MR. BURTON: Yes, I think so.

COMMISSIONER SALTZMAN: In other words, the quality of change more than anything else as you see it?

MR. BURTON: Yes. I think the change itself was the problem.

COMMISSIONER SALTZMAN: I assume you and your people develop an expertise in responding to students with problems. Has this expertise in any way been shared with the teachers in the school system?

MR. BURTON: The teachers are undergoing at the present time and have been since the court order, a series of workshops themselves in which the importance of these problems are pointed out and the teachers, I think, react very favorably to these things.

As you take part in the process, I think you develop an expertise. It is a growth situation, almost natural, and you see that something has to be done, so you get on with doing it. That has been our experience.

COMMISSIONER SALTZMAN: But specifically, you do work with teachers?

MR. BURTON: Yes, yes. And there are—to further answer that question, there are many, many sections in which security and the teaching groups in the various schools and citywide share experiences, and understand each other, yes.

COMMISSIONER SALTZMAN: One final question.

In your counselling efforts, when you identify what you call perhaps a troublemaker, are forces from within the city able to be brought into focus on the problems, home or whatever of this individual student, or are you solely limited to the forces within the school system?

MR. BURTON: No. We very definitely developed—both the security organization and the school district itself employ various community forces to help us in this job, and our record of educating and training our security people includes the utilization of many, many community forces.

And we ask them to come in and speak to us, to give us input of all kinds, to furnish us with films, whatever assets we can utilize, we do. And some have been most helpful.

Commissioner Saltzman: So the city's mobilizing itself to make available to the school system these various community, social service agencies.

Mr. Burton: In my experience, yes, I think very definitely.

Chairman Flemming: Mr. Burton, as supervisor of the Office of Safety and Security, is it your responsibility or one of your responsibilities to represent the Denver public schools in developing relationships with the police department for the City and the County?

Mr. Burton: Yes, this is definitely one of my tasks. I have—what I classify as an excellent relationship with the Denver Police Department, from the chief right down to the lowest ranking officer. As a matter of fact, I had in connection with security work, a luncheon with the police captain, the district captain, concerning the use of off duty police officers in a night program to prevent vandalism which is a very successful program.

We are constantly in touch with them. We utilize their services wherever we can, particularly in the educational field. The Denver Police Department has a force which they call a school resources officer group, and we have utilized those people to bring education and expertise into the schools, into the classroom, and I like to think this is always a positive force. I have not had any experience with it as a negative force.

Chairman Flemming: Do you have a written working agreement with the police department, or is this something that simply worked out as a result of personal contact?

Mr. Burton: I think it is mostly non-written, mostly agreements that they will do these things for us, and that we will utilize their services as we see fit, yes.

Chairman Flemming: Prior to the implementation of the court order on desegregation, did you have consultations with the police chief or with his representatives to plan for any contingencies that might develop as a result of school desegregation?

Mr. Burton: I was not in security at that time, and of course did not have this present appointment, so I wouldn't know. But I suspect that perhaps there were conferences.

Chairman Flemming: Are you involved in any way in the enforcement of school attendance laws?

Mr. Burton: No, not in the enforcement of attendance laws. One of our tenets—as security people is based upon the idea that the best schools have the highest attendance, so we make an effort to get students to attend school. And among the street counselling or hall counselling types of work that our people do is the act of seeing a student who hasn't been in school very often and trying to find out why he hasn't been.

Chairman Flemming: Who does specifically have the responsibility for the enforcement of school attendance laws?

Mr. Burton: I think the Office of People Services, which is under Dr. James O'Hare.

Chairman Flemming: Do you have a working relationship with that office?

Mr. Burton: Very, very good one, yes, very good one.

Chairman Flemming: Here again, is this on the basis of personal contact, or is there a formal written statement . . .

Mr. Burton: No, this is the personal contact-type of thing, yes. I'm familiar with all of Dr. O'Hare's people and they are familiar with our operation and we do work together.

Chairman Flemming: Commissioner Horn has one other question.

Vice Chairman Horn: Which office in the Denver public schools keeps the record as to the property damage, broken windows, et cetera, that's occurred in the schools over the years? Is there one office that would have that data?

Mr. Burton: Over the years this program has been developing until—probably the next time I have to appear before this body or any other body, I would have those figures. I do not have them now because we have in the past have them divided among three separate groups, the maintenance and operations group, the service organization, and the engineering office which would be building and plant, and of course, now the safety and security office. So we are rapidly developing it whereby we can coordinate those figures and have them all in a dollars and cents, item by item type of thing. At the present time they would be spread out amongst these three groups and we would have to work very hard to pull them all together.

Vice Chairman Horn: Your'e saying any data we have got at the present time wouldn't really be that accurate and we couldn't determine over a 5-year period has there been an increase or decrease in property damage in a particular school?

Mr. Burton: Well, I think you could get—yes, you could get an overall picture. It would not be as I say, accurate item by item or dollar by dollar, but you could get an overall picture.

Vice Chairman Horn: Could I ask that be furnished with the record then as an exhibit at this point.

Chairman Flemming: Without objection, the materials will be received and will be entered as Exhibit Number 15.

[Whereupon, the document referred to was marked Exhibit Number 15 for identification and was received in evidence.]

Chairman Flemming: Mr. Burton, you certainly have had the opportunity of participating, for Denver at least, in a pioneering type of activity, and we appreciate your being here and sharing with us your experiences and your insight. Your testimony has proved to be very helpful. Thank you very much.

Mr. Glick: Thank you, Mr. Burton.

Chairman Flemming: Counsel will call the next witnesses.

Mr. Glick: Mr. Chairman, the next witnesses are all associated with Baker Junior High School in the City of Denver. They are Tony Salazar, principal of the school, Teresa Torres, teacher of English; Kenneth Hailpern, music teacher; and Karla Brookshier, a student at the junior high school.

Chairman Flemming: You would remain standing and just raise your right hand.

[Whereupon, Tony Salazar, Teresa Torres, Kenneth Hailpern and Karla Brookshier were sworn by Chairman Flemming.]

TESTIMONY OF TONY SALAZAR, PRINCIPAL OF BAKER JUNIOR HIGH SCHOOL; TERESA TORRES, ENGLISH TEACHER; KENNETH HAILPERN, MUSIC TEACHER AND KARLA BROOKSHIER, STUDENT

Chairman Flemming: We are very happy to have you with us this morning.

Mr. Glick: For the record, will you please each identify yourself with your name, your occupation and address, Mr. Salazar.

Mr. Salazar: Tony Salazar, 3133 Salem Street, Principal, Baker Junior High School.

Mr. Hailpern: Kenneth Hailpern, 720 Newport Street, Denver. Music teacher, Baker Junior High.

Ms. Brookshier: Karla Brookshier, student at Baker Junior High.

Ms. Torres: Teresa Torres, teacher, at 4151 Perry, Denver. Teacher at Baker Junior High School.

Mr. Glick: Mr. Salazar, will you, for the record, tell us how long you have been in the Denver Public School system and what position you held before being principal at Baker?

Mr. Salazar: This is my 22nd year with the Denver Public Schools, and I was a teacher-counselor at Cole Junior High School for 15 years. Then I was at North High School where I served as a teacher and counselor for 2 years. Then I was at West High School as vice principal for 4 years and 7 months, and I've been at Baker Junior High School since last March 31st as principal of that school.

Mr. Glick: Mr. Salazar, before you went to Baker, did you have any concept of what kind of a school it was, what kind of reputation it had, what the students were like, would you give us some idea of what you anticipated when you first came there a year ago?

Mr. Salazar: When I was at West High School, of course, I was very familiar with Baker Junior High School because West High School is located about three or four blocks from Baker. At that time I knew that there were some problems at Baker Junior High School.

I don't know as a fact what were the causes of the problems or how serious they were. A lot of the information I had was second-hand, and much of the information I read in newspapers which sometimes is not always accurate, but I had a feeling that Baker Junior High School was having some difficulties academically and in the area of discipline.

Mr. Glick: And did you find that to be accurate when you arrived?

Mr. Salazar: No. As a matter of fact, on the contrary. It was not at all like that. I found an enthusiastic faculty, the student body was kind of a happy type of student body. They were doing well. There were, of course, the usual school type problems.

But generally it was just an excellent atmosphere and one I have enjoyed since I've been there.

Mr. Glick: When you arrived at Baker a year ago, the desegregation order had already been in effect so that there was a change in the ethnic composition of the school that had already taken place by the time you had gotten there.

What was the ethnic composition of the school previous to the desegregation order?

Mr. Salazar: Previously? I don't have that figure, I'm sorry. I didn't anticipate that question. But I'm sure it must have been somewhere about 85, 90 percent Spanish surnamed students.

Mr. Glick: Would you agree with that, Miss Torres?

Ms. Torres: Yes, about 85 percent Mexican Americans.

Mr. Glick: Was the ethnic—and racial composition

Mr. Salazar: I do have those figures now. At the present time Spanish surnamed is 38.3 percent. There is 3.7 black. We have 3 Oriental students and we have 7 American Indian, and others, 56.5. That's the figures now.

Mr. Glick: Do you have any idea where in the City they come from?

Mr. Salazar: Yes. They come—actually the enrollment at Baker Junior High School, students come to us from the Lowry Air Base, which they would have originally attended Merrill Junior High School which is in southeast Denver and another portion comes—which would be referred to in the Byers area, also south and to the east of Baker Junior High School.

Mr. Glick: I'd like to turn now to Miss Brookshier.

You have been at Baker for 2 years now almost, is that correct?

Ms. Brookshier: Yes.

Mr. Glick: Before that, what junior high school did you attend?

Ms. Brookshier: Byers Junior High.

Mr. Glick: What was your reaction as you know it, the reaction of your friends and classmates at Byers when some of you learned that you were going to be transferred to Baker?

Ms. Brookshier: They weren't very happy about having to be bussed clear across town to go to another school, when we only live, you know, 3 or 4 blocks from this junior high and we had heard rumors, you know, such as there had been, you know, a lot of fighting and, you know, there had been walkouts, you know, certain things like this at Baker, you know, that made us not really want to go too much either.

Mr. Glick: What was it like when you first got there, what was your experience in Baker when you first got there and that would have been in the fall of 1974?

Ms. Brookshier: Well, you know, everybody was—I quess everybody was really kind of uptight and everything because we had all been put together, and you know, the students and stuff, they were uptight for a while and everything. We had difficulties, you know, throughout the school.

Mr. Glick: What kind of difficulties?

Ms. Brookshier: Well, now, there was racial fighting, you know.

Mr. Glick: There was racial fighting?

Ms. Brookshier: Yes. Some of them would go against each other. And then we had, oh, we had one stabbing.

Mr. Glick: And that occurred in the fall of 1974 when you first went to Baker?

Ms. Brookshier: Yes, right around, you know, in the beginning of the year.

Mr. Glick: And then what happened, did this kind of condition continue throughout the year, or did things change?

Ms. Brookshier: Well, it continued throughout the middle part of the year. Then near the end. Yes, sir, you know, they were starting—I guess everybody decided, now we are going to have to go to school and everything, we better start settling down or something, because they started settling down near the end of the year.

Mr. Glick: What was it like in the classroom, was there disruption or did people seem to get along pretty well and want to be interested in learning in the classroom?

Ms. Brookshier: Well, they got along really pretty well in the classroom, you know. Sometimes, you know, they wouldn't listen to the teachers or to do their work or anything, but most all-everybody did.

Mr. Glick: What's it like now?

Ms. Brookshier: Oh, it's nice, now, it's going smooth and everything. There is hardly any problems now, everybody's just pretty well adjusted to it.

Mr. Glick: Are you active in any school activities?

Ms. Brookshier: Yes.

Mr. Glick: What are they?

Ms. Brookshier: Well, I'm in student council, and I'm in a club called Big Sisters. Can't think of anything else.

Mr. Glick: But you do participate in school activities?

Ms. Brookshier: Yes, sir.

Mr. Glick: Do these require you to stay after school closes?

Ms. Brookshier: Not usually they don't.

Mr. Glick: Not usually?

Ms. Brookshier: Yes.

Mr. Glick: If you do have to stay after school, is there any after-school transportation provided?

Ms. Brookshier: Yes. We have an activity bus on Tuesday night.

Mr. Glick: How long is the ride from home to school?

Ms. Brookshier: I'd say—

Mr. Glick: Half an hour, 20 minutes, 15 minutes?

Ms. Brookshier: It's only a 5 or 10-minute ride, I think.

Mr. Glick: 5 or 10-minute ride on the bus?

Ms. Brookshier: Yes, from where I live.

Mr. Glick: Are you enjoying Baker Junior High School now?

Ms. Brookshier: This year I am.

Mr. Glick: Can I turn now to Miss Torres.

You have been at Baker for 8 years now, have you not?

Ms. Torres: That's correct.

Mr. Glick: I would like you to describe what the school is like before the desegregation order from your point of view as an English teacher and what it is like now.

Ms. Torres: Okay.

Are you talking about anything in particular, or do you just mean in general?

Mr. Glick: What the atmosphere in the school was. There is obviously a change in the racial and ethnic composition. Student body, but do you notice any kind of change from the standpoint of a classroom teacher? Have you seen greater interest or lesser interest in studies, have you seen children who are upset by being taken out of their neighborhoods and sent to other neighborhoods and therefore have difficulties in learning? I would just like your impression.

Ms. Torres: I think I would say there is a greater interest in school now than there was before. I think as Mr. Salazar mentioned, oftentimes the press and the media do not present a true picture, and what was being heard before was the walkouts and the militant faction that was putting pressure on the neighborhood, and there was fear on both sides, the teachers were fearful of even making home visits. And there were good parents in that neighborhood and still are, who are afraid to come to the school because of pressure that perhaps the militants were putting on them to stay out of things.

So there was fear on both sides, I believe. But now things are a lot calmer.

As a student council advisor and activities director there at Baker Junior High, I see a lot more happy, at ease, not as upset kids.

Mr. Glick: So that it would appear to you that there was a transition period.

Ms. Torees: That's correct.

Mr. Glick: And there may be difficulties during the transition period, but after time perhaps one or two semesters, the situation seems to normalize itself?

Ms. Torres: Yes, that's correct.

Mr. Glick: Do you find that the students who come from the different parts of the City are receptive to learning in Baker Junior High School, are interested in learning?

Ms. Torres: I believe they are.

Mr. Glick: Where do they go to high school when they leave Baker Junior High, do you have any idea?

Ms. Torres: There are several high schools they attend.

Mr. Salazar, can you help me out with that?

Mr. Salazar: They attend West High School, George Washington High School, South High School and Manual High School, four high schools.

Mr. Glick: I would like to turn to Mr. Hailpern, if I could.

Mr. Hailpern, you have been in the Denver school system for 6 years, I believe.

Mr. Hailpern: That's right.

Mr. Glick: Where were you before you came to Baker?

Mr. Hailpern: I taught at Cole Junior High for 4 years and following that I had a year's leave of absence for study.

Mr. Glick: You have been at Baker for how long?

Mr. Hailpern: This is the second year.

Mr. Glick: Did you find any difference between Cole, teaching in school, that is the attitudes of students and the atmosphere from that of Baker when you first arrived in Baker which was the first year of desegregation?

Mr. Hailpern: Yes, I did. When I taught at Cole, Cole was also an intercity school, of at least 70 percent black students, and I felt that there was a very negative kind of atmosphere at the school. And as many federal programs that came in to try to upgrade, for example, the academics or as many things that the teacher or the faculty may have tried to improve the circumstances, it was a very negative situation all around.

And frankly, it was very difficult to come to school day after day to try to have an academic program and try to control many, many of the students. We had many discipline problems.

Mr. Glick: Did you find a similar situation at Baker when you came there in September, I presume, of 1974, when the desegregation order had just come into effect, and there may have been some unease and disruption?

Mr. Hailpern: There was some unease, and as Miss Torres mentioned, it was a transition period and we did have problems, but not nearly the kind of problems that we experienced at Cole three and four years ago and that I assume were experienced at Baker at that time.

It was a transition period, but it was a tremendous improvement over what had been at Cole, for example, the years before.

Mr. Glick: Do you use any different kind of teaching techniques at Baker than you used at Cole?

Mr. Hailpern: Yes. I would say that I do. At Cole much of the thrust in those years was on keeping control of the classroom, and the teacher had to to whatever was in his or her power just to control the students and to carry on a minimal academic program.

Now at Baker I find that I'm constantly challenged by the students and in the case of vocal music, for example, we have made a concerted effort, Susan Kates, my associate and myself, to teach to the top of the class, whether it be in a choir or in a general music class or in a guitar class. And we strive on competition in our classes. And the fact that we have had a mixture of students from all three neighborhoods has done a great deal to enhance the academic program in our class.

Mr. Glick: Mr. Hailpern, are the students in your classes self-selecting in the sense that the music program is an elective, or is it a require . . .

Mr. hailpern: No. It was not required at all. It is an elective. In the guitar and general music classes any student who wishes may take those classes. In the four performing choirs that we have, admittance is by audition, musical audition.

Mr. Glick: In this self-selection process of the students, do you get a good mix in the sense of racial and ethnic mix of students?

Mr. Hailpern: Yes, we have. We have gotten a mix. And I prefer to talk about the three neighborhoods rather than just Chicano or Anglo students, and we have gotten a very good mix in all four choirs and in our classes in general.

I would like to add, though, for the record that in our choirs and particularly in our ninth grade jazz choir, we do not sacrifice musical integrity just to mix ethnically. What I mean by this is all things being equal, we probably take more black or more Chicano students, as many as possible into this select performing group.

However, if an Anglo student is better qualified musically, we will not go overboard to balance racially, although we have been able to do so, more or less.

Mr. Glick: Thank you.

I have on more question for Mr. Salazar, if I may.

How would you describe the level and interest . . . level of activity and interest of parents in Baker, do they participate in parent activities, are they enthusiastic about the school? Give me some reactions on that, will you please?

Mr. Salazar: At the present time we have a very active parent organization. It is not a very large group. It is maybe 40. But they have been very helpful in helping us promote Baker Junior High School in the bussing process.

Generally I would say that we have a lot of support from our parent groups, because the type of neighborhood that we are in, where a lot of our parents do work, they're not always available to us. But in my conversations with them, I know that they're very supportive of what we are doing.

We do see large turnouts to night programs, and we have had several programs this year. We have had like very large crowds and good response from the parents. And we do have lots of good support. And of course, among our parents we do have some who are still not sure that bussing and desegregation is working. We still have I'm sure, some doubters on that, but we are hearing less and less from them.

MR. GLICK: Have these parents come from—as Mr. Hailpern describes it, all three neighborhoods?

MR. SALAZAR: Well, I think when I first arrived at Baker, I thought maybe I was finding that there were more parents from Lowry, the military base, that were more concerned and of more apprehension about Baker than from the other neighborhoods. This was last spring.

As a matter of fact, I just spoke to the educational officer at Lowry just a couple weeks ago, two weeks ago, and asked him if there was any more we could do that would help promote this good will between Baker and Lowry. He informed me that he has not had one single complaint so far this year from the Lowry parents.

MR. GLICK: Thank you, Mr. Salazar, and thank all of you.

Mr. Chairman, I have no further questions.

CHAIRMAN FLEMMING: Mrs. Freeman.

COMMISSIONER FREEMAN: Miss Torres, am I correct in that you made a statement that the academic standards at Baker prior—are now higher than they were prior to the desegregation order?

MS. TORRES: I believe that is correct, yes.

COMMISSIONER FREEMAN: And that it is the fact that the Anglo students—a large number of them have been bussed there that has contributed to this?

MS. TORRES: Yes, I believe so.

COMMISSIONER FREEMAN: Mr. Hailpern, I'm going to ask you about Cole.

The academic standards at Cole according to your statement were very low while you were there?

MR. HAILPERN: That's true.

COMMISSIONER FREEMAN: And the student population at Cole is predominantly black?

MR. HAILPERN: At that time, yes.

COMMISSIONER FREEMAN: At that time it was predominantly black?

MR. HAILPERN: Over 70 percent.

COMMISSIONER FREEMAN: Over 70 percent black. And at Baker, which is . . .

MS. TORRES: 85 percent Mexican-American.

COMMISSIONER FREEMAN: Therefore, the academic standards at both schools where the minority was predominant were low prior to desegregation?

MS. TORRES: True.

COMMISSIONER FREEMAN: And have changed since the desegregation order.

Let me ask you, Mr. Hailpern, about the faculty breakdown at Cole at the time that it was predominantly black; what was the faculty breakdown?

MR. HAILPERN: I can't give you exact figures. But I would estimate that it was nearly half black, maybe between a third and a half black, and maybe . . .

COMMISSIONER FREEMAN: How may Chicano?

MR. HAILPERN: Maybe 6 or 8. I really don't remember exactly.

COMMISSIONER FREEMAN: Just a guess or estimate.

And the remaining were whites?

MR. HAILPERN: True.

COMMISSIONER FREEMAN: Would you want to make a judgment as to the expectations of the faculty of the students prior to desegregation?

MR. HAILPERN: Well, I can't really speak for the other teachers, but from my own experience, we did everything we could to upgrade the academic situation but in many cases it was just somewhat of a lost cause, and it was quite demoralizing.

COMMISSIONER FREEMAN: Are you saying that you didn't expect much?

MR. HAILPERN: In many cases, right.

COMMISSIONER FREEMAN: Miss Torres, will you respond with respect to Baker?

MS. TORRES: I was at Baker Junior High. Did I expect a lot . . .

COMMISSIONER FREEMAN: Yes.

MS. TORRES: I have always expected a lot out of my students.

COMMISSIONER FREEMAN: Some years ago the Commission published one of a series of its reports in which they found out that the—much of what the student contributed, or much of what the student learned depended upon the expectations of the faculty, and I am wondering the extent to which the child has been damaged because of low expectations from the faculty.

Will you comment on it with respect to both schools?

MS. TORRES: Okay. Again, I feel that perhaps the low expectation also had to do with this fear, you know, if I do this thing it is going to be labeled as very middle class and I'm going to be put down for it.

I feel that I had an education because I'm Mexican-American and I can say to a student, your name is Har/me/yo, not Jar/mello.

I would not bring myself to that because of my Mexican background. And I feel that I had an edge over a teacher who was Anglo and if she even brought some of these things out, perhaps she would be put down for it maybe, and it was a lot of times this fear of how is it going to be interpreted.

COMMISSIONER FREEMAN: Would you, then, agree that when this desegregation takes place and students get to know each other and get to understand each other and the faculties are integrated and get to understand and recognize the values, that we can capitalize on diversity and even the white child benefits as a result of it?

Ms. Torres: Yes, I believe that's so. Students mix a lot better, I think, than we adults. I think they're more honest with each other and I think some good things are coming from it.

Commissioner Freeman: I would like each of the others to comment on it.

Mr. Hailpern: The situation at Cole, in my opinion, was that there was a kind of peer pressure not to succeed academically in many cases. And while I said before in my classes I thrive on competition, many times that competitive spirit just wasn't there.

Where at Baker now, the students from the three neighborhoods bring their individual qualities. For example, the Chicano students from the Baker neighborhood bring their rich Chicano heritage. The students from south Denver bring the kind of stability that is inherent in south Denver. And the students from Lowry Air Force Base bring with them their worldiness, because most of them, or many of them have traveled, extensively throughout the world and have been in ten or twelve schools throughout their lifetime all over the world. And this has done a great deal to enhance our program at Baker.

Commissioner Freeman: But you have also initiated programs at Baker that you did not initiate at Cole?

Mr. Hailpern: Yes.

Commissioner Freeman: Mr. Salazar.

Mr. Salazar: Student achievement and student expectations, is a very, I think, complex subject, because it seems like it, and I think I have to admit that in the intercity schools and the poverty areas it looks like our students don't achieve as well, and that the enthusiasm is not there. I think we should consider that there are a lot of sociological forces at play.

And I would not want to put the fault on the school and administration or teachers, solely on them. I think this responsibility, maybe it should be shared with parents and with students and with a lot of other factors that I'm sure you're aware of, poverty and so forth.

I think when Mr. Hailpern spoke about low expectation, I think that this does happen. But I think that the desegregation process, I think that it has stimulated and motivated a lot of people positively. And I think a lot of people are benefitting from this.

And I think at the present time at Baker, I can speak for Baker at this time, I think we are still working to improve our academic program. We are far from being where I'd like to see it. And we have been constantly striving to do things differently and better, and just this past year we were involved in what we call management by objective, and with the involvement of faculty and students and parents and teachers, one of the things that came up was, we want to upgrade our academic program. We still see a need to improve. So we do have a good situation at Baker, it is still not good enough.

COMMISSIONER FREEMAN: I would like to ask one last question of you, Miss Brookshier, as to what it is that makes you respond to the faculty or in your studies; the cirriculum, the courses that you take?

COMMISSIONER SALTZMAN: What turns you on.

COMMISSIONER FREEMAN: What turns you on.

MS. BROOKSHIER: Well, I think Baker has a lot of, you know, different courses and everything you can take. And you get, you know, even in a high or low class, it all depends on how good you are, you know, in your studies.

I think they have got a real good choice of things that you can take and I think this helps the student, you know, when they're able to pick out what they want to do and, you know, classes they want to take, and whether they can get it in the high class or low class, you know, because if you put them in a high class and they can't do that work, you can put them down to the lower one, you know, it helps for everybody.

COMMISSIONER FREEMAN: Where are you?

MS. BROOKSHIER: Pardon?

COMMISSIONER FREEMAN: Are you a high class?

MS. BROOKSHIER: Pretty much.

COMMISSIONER FREEMAN: Thank you.

CHAIRMAN FLEMMING: Thank you, Commissioner Freeman.

We are operating on a very tight schedule today with witnesses from a great many schools. I am going to ask that we try to confine the rest of the questions that will be addressed to the representatives of Baker to a 15-minute period.

In other words, I feel that we should finish with the testimony from Baker no later than at 10:10.

Commissioner Rankin.

COMMISSIONER RANKIN: In Durham, North Carolina, where I live and Boston where we recently held a hearing, we found that integration was working in schools where they had an administration that was reasonable, firm and had general ability, that several things contributed to making it work well. But that element contributed more than any other. Is that right in your school, Ms. Torres, Mr. Hailpern?

MS. TORRES: I feel we do have a strong supportive administration, yes sir.

COMMISSIONER RANKIN: And that really contributes to the success of the integration movement, is that correct, in your school?

MS. TORRES: I think so, yes, sir.

COMMISSIONER RANKIN: Mr. Hailpern?

MR. HAILPERN: Yes, I agree with Miss Torres.

COMMISSIONER RANKIN: Can you give me just a brief illustration of how that works?

MR. HAILPERN: Well, just in general terms with the type of all school programming that's put into effect, the type of counseling we have in the school and the type of discipline that's administered when it is needed, that I feel that the administration is extremely supportive of the teachers and students.

COMMISSIONER RANKIN: With good administration, could integrated schools work most anywhere, do you think; do you believe that?

MS. TORRES: I would hope so.

COMMISSIONER RANKIN: And you?

MR. HAILPERN: Yes, I would think so.

COMMISSIONER RANKIN: About how long does it take, Mr. Salazar, how long does it take students to develop who come into your school, how long does it take students to develop loyalty to the new school?

MS. TORRRES: How soon do you get used to a new baby?

COMMISSIONER RANKIN: That's a good answer. But don't you think you can measure a little better, two months, three months, or two years?

MR. SALAZAR: I think in trying to promote student loyalty to your school, it takes a lot of effort. It goes way back to the time like when they're in the elementary school, sixth grade. And I have seen seventh graders who are at Baker for the first time this year and probably maybe anticipated going to other junior high schools who at the present time are very loyal to Baker Junior High School.

But again, it is too complex a process because it involves teacher relationships, and it involves parent involvement. We are talking about a lot of work that takes place in the summertime contacting parents and visiting schools.

And as I mentioned, Lowry, we spent some time at Lowry last August where a lot of parents were very worried and concerned and we went over there and had a very good give-and-take session. I think they found we were willing to accept their criticisms and work with them. And at Baker Junior High School we tried very hard to get parent input of what we're doing there, and working well.

So to go back to your question, I think that in a matter of a short time you can see students . . .

COMMISSIONER RANKIN: I think so too. I had a neighbor who fought transfer for his daughter from one school to another, six months later that girl was so happy there that she would have protested transferring to another school.

MR. SALAZAR: I agree. Sometimes it is just . . .

COMMISSIONER RANKIN: It works out that way sometimes, is that correct?

MR. SALAZAR: It is a little thing that can turn the whole thing around, yes sir.

CHAIRMAN FLEMMING: Yes, Mr. Ruiz.

COMMISSIONER RUIZ: Miss Brookshier, have you learned any Spanish since you have been over there? Have you learned any Spanish words?

MS. BROOKSHIER: A few, you know, no sentences or things like that.

Commissioner Ruiz: Mr. Salazar, relative to parents, have there been any parent groups organized "parents familas" as they are called with relation to Baker?

Mr. Salazar: We have one large, or the one active parent organization and I don't know, we are not involving as many parents as I would like. But it isn't because we are not making the effort.

And other than having other organizations within our boundary being formed outside of the one total, the one group, there isn't any organization. We have had a lot of parents who have offered to come in and share some of their knowledge and skills, like we have a bilingual-bicultural school, Baker is a bilingual-bicultural school.

A lot of parents have offered to come in and try and help us in any way we can use them.

Commissioner Ruiz: In other words, there has been parental cooperation directly with the school, but not a cross-section getting them organized into a specific group, is that correct?

Mr. Salazar: No, no. I think what I—I hope to make this clear, our parent organization does include parents from the three neighborhoods, but—let me put the "but" in there because it is important, what used to be the old Baker neighborhood, those parents are more difficult to involve in this parent organization. I'm very much aware of this problem and I'm working very hard to remedy this situation.

Commissioner Ruiz: In other words, you are getting resistance from the parents of the old setup, is it affirmative resistance or is it an I-don't-care situation?

Mr. Salazar: No. I think it is—I think the resistance is a result of them being very busy and being very secure with Baker Junior High School right now.

Commissioner Ruiz: At the time of desegregation was there any Chicano flight to the parish schools?

Mr, Salazar: Before desegregation, I can't speak for Baker Junior High School.

Commissioner Ruiz: I see.

Do you know, Miss Torres, was there any sudden shift to parish schools?

Ms. Torres: No, I believe the parish schools were having problems.

Are you talking about parochial schools?

Commissioner Ruiz: Parochial schools.

Ms. Torres: They were having problems at the time you know, about money, and at—as I understand it, they were—a lot of their students were involved in this. Families were having to put their students back in public schools.

Commissioner Ruiz: In other words, students from parochial schools were going back to a school such as Baker instead?

Ms. Torres: I think so. I think at that time the parochial schools around that area were having, you know, a few of them closing.

Mr. Salazar: If I could add a word. I think maybe I could make a statement saying that people, students who had previously been in private schools were now running to the public schools. This didn't always include parochial schools. But I guess I'm referring to alternative education schools that were cropping up all over the City. I think I saw some students come back to the public schools, right.

Commissioner Ruiz: Well, this happens to be a phenomena that's a little bit different in other sections of the country. Am I correct, if I understood you, that the influx was from private schools to public schools instead of public schools to private schools?

Mr. Salazar: Maybe I'd better clarify it.

Let me say that I know of some students that left private schools to come back to the public schools. I'm not speaking so much of Baker Junior High at this point as I am the West High School.

I saw the last two or three terms, a shift back to public schools. How many I don't care to say. And I wouldn't want to classify this as a mass movement at all.

Commissioner Ruiz: Very well.

Miss Torres, I'm interested in knowing how you became a teacher.

Ms. Torres: I think I wonder myself. I grew up in southwest Texas, southwest of San Antonio, a farming community, Eagle Pass, Texas. I went to Texas University, north of Dallas-Fort Worth, where Denver public schools recruited me.

They had a recruiting team at that time which was quite active. They sent people out to California, the southwest, and our eastern coast, and there on campus when they were scheduled to come I was interviewed by Dr. Corey, or Corley or something, from the Denver Public Schools. And after 10 minutes of speaking to me, he handed me a contract which I refused. And 30 days later I changed my mind and have been here since 1968.

Commissioner Ruiz: Well, the portion of your testimony that I was interested in was whether you were a local product or not and whether you had developed in this area.

Ms. Torres: No, sir.

Commissioner Ruiz: Thank you.

Chairman Flemming: Mr. Saltzman?

Commissioner Saltzman: Just one question.

Yesterday legislators that were Chicano appeared before us and expressed the concern of the Chicano community relative to the preservation of their culture and their familial ties, and the implication of desegregation that might jeopardize that when schools were no longer predominantly Chicano.

Could you comment, Mr. Salazar and Miss Torres, on this issue? Is your school decreasing the concern, the Chicano value of perpetuating a culture and familial ties, and does the desegregation effort hamper or enhance that in relationship to the culture and to the educational opportunity which is now available to them?

Do you get what I'm asking?

Ms. TORRES: I think so.

I think the desegregation offers a great opportunity like Mr. Hailpern said before, for students to share for students to say this is where I'm coming from, and this is, I want to know something about you. And I think any time that happens, this is good.

COMMISSIONER SALTZMAN: Does it also imply a dilution? They were concerned that this kind of sharing will bring a dilution of the Chicano self image.

Ms. TORRES: I would have to disagree with that.

COMMISSIONER SALTZMAN: Why would it not bring a dilution, would it enhance it? The idea that the child has something valuable to share with someone else, is that what you're saying?

Ms. TORRES: Yes, I think so, yes.

COMMISSIONER SALTZMAN: Mr. Salazar.

MR. SALAZAR: I would have to disagree with what was said earlier or yesterday, because I do not feel that it does dilute the familial ties and the culture of our children. I just don't feel that this would happen if there are some strong things going on in the home, and I presume that is what is happening.

But just in case that is happening, we do have, as I mentioned before, a bilingual bicultural program where we are making efforts to help students maintain their identity. And I think we are doing a pretty fair job of that also.

Again, I must say we need to improve, we have a long ways to go, but we are working hard at that process.

CHAIRMAN FLEMMING: Commissioner Horn.

VICE CHAIRMAN HORN: Mr. Hailpern, in response to Mrs. Freeman, you mentioned at Cole there was peer pressure not to succeed. Have you kept your contacts with the faculty you worked with at Cole since moving to Baker?

MR. HAILPERN: Yes, some.

VICE CHAIRMAN HORN: Would you say that atmosphere has changed from what you understand from you colleagues?

MR. HAILPERN: I would say that it changed, yes, considerably.

VICE CHAIRMAN HORN: Am I to conclude, and is it fair to conclude from this that one of the problems at Cole and Baker was the heavy concentration of one minority group where this peer pressure could build up, in the case of Cole it was primarily black, in the case of Baker it was primarily Mexican-American? And am I to conclude that under desegregation that the splitting up of the concentration of the people of one minority group, primarily lower income, then permits more learning to take place in the classroom because it dilutes the peer group discipline problems?

MR. HAILPERN: I think you could make that conclusion.

CHAIRMAN HORN: Is it a fair conclusion?

Mr. Hailpern: I think it is. I think that we have to be careful when we are identifying whether it is an ethnic group or whether it is because of the poverty, whether it is because of living in a certain intercity neighborhoods for so many years, but I think the combination, if you take the combination of the whole thing together, you may conclude that.

Vice Chairman Horn: I would agree on the combination, this is something I have stressed for a number of years.

Let me ask you, we have talked about the improvement in achievement and perhaps, Mr. Salazar, you are the best one to answer this, at Baker with desegretion. Have you examined the ethnic breakdown of the improvement of achievement, this isn't simply due to the influx of white students, middle class from other parts of the City. Can you also show progress for Mexican-American, black, Asian, Indian students?

Mr. Salazar: I don't have any documentation in that area at all.

Vice Chairman Horn: What leads us to believe . . . is it really atmosphere we are talking about more than measure of achievement, atmosphere for learning that seems to be better now than measured achievement?

Mr. Salazar: I would say I would measure that as a result of the number of students who attend school on a daily basis as opposed to what they may be doing prior. I guess being a school person, I suppose I would even measure it by the way the students look or act around school and how they are involved in activities.

I do have report cards available to me. I think that I would—if I were to look at, I am sure that I would find that there has been improvement academically and in the achievement area also.

I'm not sure I answered your question.

Vice Chairman Horn: In other words, we don't have any hard statistical evidence to show achievement one way or the other for any ethnic group now at Baker Junior High School?

Mr. Salazar: I think they could be made available if we were to do a comparative study as to what attendance was two years ago as to what it is now and take a look at grade and this type of thing, failures.

It was mentioned earlier by Mr. Burton about expulsions and suspensions this is down to a minimum. I think these are things that can be measured.

Vice Chairman Horn: Well, let me ask the two teachers involved, Miss Torres, Mr. Hailpern, do you feel that you have seen for the various ethnic groups in your classes an improvement given this new atmosphere of higher attendance, less disruption in the classroom and so forth, do you see that this is translatable into cognitive improvement in subject matter?

Ms. Torres: Yes, I definitely see new desire for learning, enthusiasm for learning, yes.

Vice Chairman Horn: And this cuts across all ethnic groups?

Ms. Torres: Yes, I would say so.

Mr. Hailpern: I observed the same thing.

Vice Chairman Horn: Thank you.

Chairman Flemming: It is clear that all of you from Baker are engaged in a very exciting experience, and we appreciate your being here and sharing with us the experiences that you're having.

Thank you very much.

Counsel will call the next witness.

Mr. Glick: Mr. Chairman, the next group of witnesses are persons all of whom are associated with Merrill Junior High School. They are the principal, Ray R. Rebrovick, the vice principal, Laura L. Hendee, Ramona McHenry, a teacher, and Carolyn Etter, a parent of a student in the junior high school.

Now, I will ask the Assistant General Counsel Hester Lewis to question these witnesses.

[Whereupon, Ray R. Rebrovick, Laura L. Hendee, Ramona McHenry, and Carolyn Etter were sworn by Chairman Flemming.]

TESTIMONY OF RAY R. REBROVICK, PRINCIPAL MERRILL JUNIOR HIGH SCHOOL; LAURA L. HENDEE VICE PRINCIPAL, MERRILL JUNIOR HIGH SCHOOL; RAMONA MC HENRY, TEACHER; AND CAROLYN ETTER, PARENT

Ms. Lewis: Would each of you identify yourselves by name and address for the record?

Ms. McHenry: I am Ramona McHenry, 367 South Kirby, presently a teacher at Merrill Junior High.

Ms. Etter: I am Carolyn Etter, 2278 South Milwaukee. I am a parent and involved in community activities.

Ms. Hendee: I am Laura L. Hendee. I live at 7020 East Gerrard. I am Vice Principal for Instruction at Merrill Junior High.

Mr. Rebrovick: I am Ray R. Rebrovick, Principal. Home address, 7275 West Vassar, 80227.

Ms. Lewis: Mr. Rebrovick, how long have you been Principal at Merrill?

Mr. Rebrovick: I am finishing up my eighth year.

Ms. Lewis: So, you have been there since . . .

Mr. Rebrovick: '65.

Ms. Lewis: Merrill first experienced school desegregation in 19 . . .

Mr. Rebrovick: Excuse me, 1968.

Ms. Lewis: Merrill first experienced school desegregation in 1969, is that correct?

Mr. Rebrovick: That's right.

Ms. Lewis: At that time, what kind of a change did that create in Merrill's student population?

Mr. Rebrovick: Well, we went from 100 percent white to 73 percent Anglo and about 26 or 27 percent black.

Ms. Lewis: What kinds of things did you feel were necessary at that time to adjust both in terms of the students and in terms of the faculty to their new situation?

Mr. Rebrovick: Well, it was a very difficult situation because we were integrated over a Labor Day weekend, as you remember. Justice Brennan, I believe, gave the order. This is very difficult. You have to have time to organize. We went through the problems, and successfully, too, I might add. But immediately then we had to establish orientation programs, rap sessions with the kids. We had to orient the teachers.

As I keep telling them—and I still do—is that before we can change attitudes of children, we have got to examine, re-examine and change our attitudes.

Today I think we have got one of the best faculties and administrative staffs in the city. This is a long, hard process. It is a lot of hard work; but this was done. It wasn't ours to reason why. This was integration by order, by court order, and we uphold the law in the city of Denver, especially at Merrill Junior High, and we did the best we could, and of course, we progressed to the other integration of 1974.

Ms. Lewis: You had essentially an in-service training program of your own making?

Mr. Rebrovick: We developed an in-service training way back when I was at Smiley Junior High School, three and a half years before I got to Merrill, because in those day I had been a teacher at Smiley and 20 years later I was sent back as principal, and there were great changes, let me tell you, because in those days with 100 percent Anglo, I came to Smiley as principal and it was 74 percent black. It was overcrowded, and the present principal, who was my assistant at the time—Scotty is back here and you will be hearing from him shortly, and he can vouch for what I say—but we had about 1800 youngsters in a building designed for approximately, I'd say, 1300, because the hallways were so small you couldn't handle the crowds.

We had to go to the School Board and request, before we had to counsel with parents and with teachers and with kids, and we had to go directly to the School Board to get permission to go on double session.

Things were not going right. So we had orientation, we had in-service training in those days. And Mr. Scott and myself were involved constantly with that, with the community as a whole, the church people. We included everyone.

Then we got a Federal grant, I can't remember how we got it, for $5,000, and took the entire faculty and parents and students to Estes Park for a weekend where we really rapped it up. In fact, it got so hard sometimes to examine our own consciences and attitudes that one of our minority teachers couldn't take it. She left on Saturday and came home. So I say that Denver has been in this in-service business for a long, long time.

And it has been very helpful, especially on this second integration order, which we were integrated over that Labor Day weekend. We worked all weekend trying to get the programs ready. We weren't on computer. This was difficult as some of you might know. But because of this, we sensed a seriousness of the whole problem of attitude in the community, at the teaching core and the kids, and we developed some very good guidelines.

Number one, you have got to listen to kids. You have to treat kids with the respect and dignity of adults, but you have to understand them as children.

We went through this whole process. We had meetings in homes, we went to both the community areas we were involved in, and had meetings there at the school. We went to the churches and had meetings there. We called upon assistance from many people in Denver who have been in this business: Mr. Yasui—I would like that in the record. He is Chairman of the Mayor's Commission on Human Relations—Mr. Alexander, who is the Assistant with the State Civil Rights; Reverend Jackson.

I must say, the coverage by the newspapers was tremendous, the Rocky Mountain News and Denver Post, especially Art Bramson, who reported the happenings at the school honestly and fairly, and with no editorializing.

Does that answer the question?

MS. LEWIS: Indeed it does.

Let me ask you whether you were mixing '69 and '74 in that last question.

MR. REBROVICK: I was mixing '69 and '74 because '69, that was a nightmare with that three-day decision.

MS. LEWIS: So that most of what you have just been saying relates to the post-'74 period.

MR. REBROVICK: Yes.

Now, that was—excuse me.

MS. LEWIS: Let me ask you specifically what kinds of things you did at Merrill that summer after the court order, before school started in the fall, to get ready for it.

MR. REBROVICK: We had about 6 or 7 months to get ready, so we visited the junior high schools, because we were—the boundaries were shifted and we had to get some of the students from Byers, and some from Smiley and some from Cole and Morey, quite a few. We went to the junior high schools, the entire administrative staff and counselors, and talked to the kids we knew were coming here, so they would get to know us, try to make that transition as smoothly as possible.

Then we went into the elementary schools, which we are still doing, and we have about 13 contributing elementary schools, and made several visits in the spring before they get there in the fall; and we have a picnic August when they can tour the building.

It is an ongoing thing. It is just not we do this, and that, and the other thing.

Does that answer it?

Ms. Lewis: Thank you very much.

Mrs. Etter, you have been involved in the Denver schools for some long time; you have helped set up the Teachers' Aide Program back in the late '60s; been involved with the Parent, Teachers, and Students Association since then, I know you've been President between '72 and '74, and I know you were involved in helping out with what was going on at Merrill before the school started again in 1974.

I would like for you to give us some description of the kinds of things that the parents' group did at that time to assist the school.

Ms. Etter: When Mr. Lee and I were talking earlier about what parents had done, we talked about something I think was quite significant. That has to do with bridges that already exist within a community into another community.

I recall that when Jane Negel, who was going to be the President of the parent group for the '74 opening of school, said, "Do you have any idea of who we might talk with in the new communities that we would be receiving boys and girls from," I was pleased to be able to think of some people who I had worked with through the Teacher Assistant Program and some other involvements in the city and the schools who I could call on and who I could ask if we could meet in their homes, their communities, and begin to talk about how together we would put things together during the year.

We developed in 1973 a PTSA which put emphasis on students as well as teachers. The prior PTA had functioned very efficiently and effectively but in the traditional pattern of a parent organization primarily. One of the things we were concerned about as parents, administrators, and teachers in the school was that as a team we work together to try to develop those areas, were we to accomplish things together.

So we had liaisons also with some of the teachers from some of the schools, and I think Mrs. Hendee will comment on that. Primarily it was a matter of having some contacts because of other things we had done with people. Once you are dealing on a people-to-people basis, the fear of sending your children to an unknown environment ceases to exist, because you know they are going where there will be some people who will welcome them.

Ms. Lewis: Very true.

Now, can you give me some examples of maybe some of the kinds of things you did that summer?

I mean, I know some of them.

Ms. Etter: We met in terms of coffees in some of the homes. We had an August picnic Mr. Rebrovick referred to. I hate to be quite this crass, but it was really a leadership hunt in terms of parents and students because we were getting a whole new group of people. What we needed to find was where was the leadership and were there people within the new community coming in who would work with us to work together. So we did have that August picnic.

Then, prior to the opening of schools, parents volunteered to assist during the first few days of school to be available should they be needed to answer questions in the halls and that kind of thing.

Both Mrs. Negel and I met with the faculty at their first in-service meeting, and Mr. Rebrovick has always been generous in providing opportunity for parents to talk directly with the faculty. This is not necessarily the case in all schools, but there was a good line of communication between parents directly to the teachers. Sometimes it is required that you go through the administrators as a parent to talk with teachers, and Mr. Rebrovick has always been very willing to have us do that directly.

One of the other things that Ray sort of referred to was going into the junior highs and elementary schools that would be feeding into Merrill. As I recall, we were going to be receiving students from over 30 schools, is that correct? Yes.

So, we had 30 schools where we needed to go and talk to parents and students, and we developed the idea of putting together a slide show. This was totally student produced. They interviewed—the students who were at Merrill said, "What would you like to have known about Merrill before you came but did not know?" So they could go out to these new kids who were coming in and give them that kind of a pitch.

We also had a meeting for incoming parents. Actually, it was of the group we thought we were going to get. We didn't get all of those people because of changes in the court order. But at that time Mr. Rebrovick and his staff worked with us and we revised the usual parent visit night to a situation where he welcomed them, as did the rest of the staff, in the auditorium and they were shown the slide show which the students had put together. Then these parents of sixth grade students had a chance to meet in small discussion groups with a team of parent-student-teacher, and the administrators revolved around the building, so that in effect you had the parents of incoming students saying to other parents, saying to teachers and saying to students: "What is it like to be at Merrill Junior High School?"

And as a parent I could say, you know, "I have two kids here, they are having an excellent educational experience. I am confident in the effectiveness of the teaching staff. They are very capable. Mr. Rebrovick and his staff are the kind of administrators you would be pleased to have your kids having and you will be delighted with what you are going to get when you send your kids here."

There is something very contagious about that kind of enthusiasm, and that was really shared by parents and students and teachers. The teachers volunteered to come back that night, by the way. They were not required. They volunteered, and we had 27 of them, as I recall, that came back. It is an incredible number. They have taught all day and they were willing to come back. Parents volunteered. We are going to be doing that again this year, this week, tomorrow night.

Ms. Lewis: Thank you.

Mrs. McHenry, as you have indicated when you started to identify yourself, you did teach at Cole and transferred to Merill this past September.

I understand there are also a number of students now at Merrill with you who were at Cole previously. I wonder if you could make a comparison to some degree of your teaching experience at Cole and your teaching experience at Merrill, and how you see the children having adjusted and changed since they came to Merrill.

Ms. McHenry: Well, for one thing, I would like to backtrack just a bit. I asked to go to Merrill because I had heard of some very positive kinds of things that were taking place for young people, particularily in the area of attitudes that teachers and administrators have toward young people.

When I first got to Merrill, I found several students who had previously been to Cole Junior High School with me, and their attitudes had changed. The expectations I felt were very high at Merrill. Sometimes this wasn't always true in a school that had been predominantly minority. The goals sometimes were a little bit low. The expectations were low and children more or less reached for the level that was set for them.

At Merrill I found that the goals—and I still find that the goals are very high and the expectations are quite high, and the young people meet this challenge.

So some of the students that I had worked with previously who had what appeared to me a negative attitude toward education had changed this attitude. And I think about one young lady with whom I talked just recently who has been at Merrill only two months. I was asking her—she just looked differently and she acted differently. And it is the respect that I found that permeated the entire building, mutual respect that exists between students, faculty, towards the administration; and the entire picture has made for a very pleasant kind of experience. And I am grateful that I have had this opportunity. It gives me a different outlook toward the students.

I have to add this. I attended Cole Junior High School as a student myself when there were only 6 percent minority. I also watched as sometimes the level that, and the expectations went down in the community. I would like to also like to add that for a while we did not believe that Cole Junior High School would be desegregated from this standpoint. Many of the children who were going to come to Cole were children who were coming from the farthest corner of southeast Denver. If you went any farther, you would be in Kansas.

To really understand the setup in Denver, we did not believe and we didn't make the preparations, I didn't think it was really necessary because Dr. Kishkunas' daughter would have to attend Cole Junior High School, and many of us did not believe that this would ever come into being.

So by the time it did, then sometimes the preparation wasn't—I felt we could have done a little bit more.

I also worked with PLUS and worked with some of the parents from Merrill Junior High School in preparing for the September 1974 desegregration. The preparation was the thing that really helped.

Ms. LEWIS: Thank you.

Mrs. Hendee, as the person responsible for in-service training at Merrill and curriculum planning, what kinds of needs did you see in those two areas following the desegregation order earlier, and later probably both for you, and what sort of changes did you try to institute to deal with those problems?

Ms. HENDEE: Following the 1969 court order, I felt the greatest need at first was to help the teachers learn how to work with minority children, because up until 1969, Merrill had been an affluent Anglo school where over 65 percent of our children went to college. We were moving now into a little different area and I felt that the teachers needed all the help they could get in being able to understand and to work with youngsters successfully.

After the 1974 court order I felt that we needed to work more with reading and basics. So our in-service has been of two different kinds: attitudes and basics.

Ms. LEWIS: Then in terms of curriculum planning you were responsible for another number of changes in the curriculum to meet that new student population?

Ms. HENDEE: Yes. We started out in '69 with a voluntary in-service where I said to the teachers, "I will be in the library every Wednesday afternoon and anyone who wants to join me is welcome. We will talk about children, we will talk about things that we can teach them to help them." And I had all year long not less than 25 volunteers who came in and visited about some of their problems and some of the things they could do.

Then the next year when we began to see—you see, secondary teachers are not or have not been taught to teach remedial reading. We assume, and any time you assume anything, I suppose, you are wrong, but we assumed that children would read when they came to junior high, and many didn't. So we started working with a Mr. James Rome, who was in Central Administration, Secondary Reading, and we had, again it seems to me 24 or 25 teachers usually, we had about 25 teachers who came and received credit for in-service and reading.

The next year we did the same thing and started a core program for children who are not special education youngsters but who have great problems with reading, with academics, with self-image, and that sort of thing. We started the core program where eight of our very top teachers volunteered to teach 36 of these youngsters who had many problems—including many behavior problems—in English, in science, in social studies, and in math.

The next year six more teachers volunteered. So we had 14 teachers who had volunteered to work with children who could be difficult. And I think this has helped a great deal.

Then we began to realize that we needed much more than this. We needed laboratories for our youngsters to do—who had problems with math and who had problems with reading. We of course knew that we were not receiving Federal money, which had been at another school. We are not passive, quiet people at Merrill. We are rather noisy. Finally this last year in June we were told that we would have a Federally funded communication reading lab and math lab.

That is how Mrs. McHenry came to us.

So we have 120 children in math labs; we have 100 in communications and reading lab; we have about 70 children in the core program. These are some of the things we've done over the years.

Ms. Lewis: So in fact what you have done is to maintain your curriculum which was there before and simply add to, to meet the needs.

Ms. Hendee: Yes, we kept our Latin, our Spanish, our French, our geometry, our humanities which has been a very fine program. So we kept all of those and added.

Ms. Lewis: Thank you very much.

I have one last question for Mr. Rebrovick.

I hadn't necessarily intended to ask this; but when I was at the school talking with some of the students, I talked with a young man who is Chicano and who has done a really remarkable job in the last two years of really turning himself from a non-student into a student.

I wondered, without using his name, if you would just like to tell the story of that young man.

Mr. Rebrovick: We have many of those kids, but I have a door that opens into the hall. Some of these kids don't like to come through the main office, so they will rap—we have a special rap—I open the door and they come in and talk about their problems, especially if they are up tight about something.

But in this particular instance, one of our teachers was schooled in the Monterey Reading Program. She latched on to the boy and gave him all of the motherly love that he needs, and he comes from a very, very deprived, deprived home. And he was in trouble most of the last two years he had been there. This is his third year. She latched on to him and he began to read.

Of course, he's got another year to go before he gets a driver's license, but that was motivation in itself.

But he is a very strong-willed kind of person. You had to listen to him and let him speak his peace, or he could wreck the top floor if he wanted to. He was very strong. He was a boxer, too. He was truant all the time. But after having been accepted in this Monterey Program, his—he began to improve, and his truancy dropped. And one week last spring I was asking him about the fact that he hadn't shown up for five days.

And he said he was in Chicago at a boxing match, and he was afraid to tell me in case he lost. But he did win the championship. So that was the reason for it.

But he hasn't missed, I don't believe he's missed four or five days this year, and they have been legitimate absences.

Ms. Lewis: When he came to Merrill it was my understanding that he could not read at all?

Mr. Rebrovick: That's right. Now he is in with Mrs. McHenry and she keeps him, what, three hours?

Ms. McHenry: Yes.

Mr. Rebrovick: We don't worry about a set number of subjects. A kid has to read before he can do anything else.

We hopefully, by the end of the year, will have him reading at grade level.

Ms. Lewis: Thank you very much.

I have no further questions.

Chairman Flemming: Thank you.

Commissioner Rankin?

Commissioner Rankin: All of you listened to the testimony from the previous school, did you not, Baker?

Is your experience different?

In what way or ways does your experience differ from theirs so far as integration of your school is concerned?

Ms. Etter: Well, I will begin by saying that while Baker went from a minority school to a majority mix, a mix at least, we went essentially from a total majority school to an interim where it was 25 percent, to a situation now where we are 48 percent Anglo.

Commissioner Rankin: Which is more difficult?

Ms. Etter: I would say that the latter is more difficult, yes.

Commissioner Rankin: But it can be done.

Ms. Etter: It can be done. It can be done, and I think that some of the questions that you folks asked the former panel hit on the things that make it happen. They are a firm administrator. They are a capable, conscientious, caring staff and faculty. They are people who have expectations of success for young people. They are a community of people who care about public education as a basis to our democracy, and basically its kids.

Commissioner Rankin: Yes.

Another question: you have all heard the old chestnut about the school administrator who died and went to heaven and Saint Peter asked him what job he would like to have. He said, "Superintendent of an orphanage. I will not be bothered with parents."

What do you think about the parents here in Denver?

Have they been a help? Have they aided you in this integration effort or have they been a drawback?

Any of you can comment on that.

Mr. Rebrovick: Without the parents, I don't think we could be as successful as we have been.

I would like to make one comment, Mr. Rankin.

Commissioner Rankin: Yes.

Mr. Rebrovick: Concerning achievement. You were asking the panel before us a number of questions on that. You know we always talk about this white affluent society. We have a black affluent society, and a Chicano affluent society. And through my years, the last 39 years, I have come to this one conclusion: that regardless of the kids you have in school, if you find an underachiever, you find deprivation. A deprived child, nine out of ten times, is an underachiever.

We are working on that. We got these programs, Mrs. McHenry's. We got the math lab. We have got the whole youth power, the kids—we have got the core program, we have a dedicated faculty and staff.

But would it be improper for me to ask you a question, Commissioner?

Commissioner Rankin: No. As I have said before, I am just a college professor. I ask them, I don't answer them.

Mr. Rebrovick: We have for the first time a communications lab, as Mrs. McHenry refers to it, but the reading lab and the math lab, Federally funded with two teachers and an aide in both. But this is a seed program. That was, the Federal Government gives us money to start an experimental course, and it is doing the job. Then HEW says, "Okay, forget it; put in your own money." Well, Denver doesn't have all this kind of money to put in, I mean, to take over these seed programs. It is going to be cut down.

I was talking to Mr. Lee about this the other day. He didn't realize this either.

Couldn't you do something about that?

(Laughter.)

Commissioner Rankin: I would like to do something about it with respect to a program I am engaged in. They gave me some seed money. Now I'm trying to get a little more. So far I have had no more success than you have. Maybe we will compare notes and see what we can do on that subject.

Ms. Hendee: May I add something about the parents, Mr. Rankin?

Commissioner Rankin: Yes.

Ms. Hendee: Our parents, ever since 1969, have offered to come over, and have done so, to help us in the halls when we thought we might have a little difficulty. I remember there was one continuation, we weren't quite sure it would continuate. And the parents came and helped us with that.

Many of our community, not parents though, but many of our community people have been volunteer tutors in our building ever since 1969. And that tutoring has helped.

I remember there was one child who insisted that the tutor got paid, and every session, "You do get paid, don't you? You wouldn't do this for free, would you?" After about ten times, he concluded it was freely given.

That has helped change the attitudes of youngsters, where people from that particular community right around Merrill would come in and help children, and the tutoring has helped greatly.

Commissioner Rankin: What you have said leads to my last question I wanted to ask you Mrs. Hendee.

I have gone over your interview with Mr. Cleveland Lee, and I became greatly interested in how well you answered some questions on what you were trying to do in curriculum and other matters. It is a continuing problem. In the future, what would you suggest that might be added or that we might do that might make things better or help us do a better job?

Could you suggest, make any suggestions?

Ms. Hendee: I don't want to sound as if I am abdicating, Mr. Rankin. I think right now instead of adding more, we better refine what we are doing. I'm determined that these children are going to learn to read. And all we can do along that line we must do. So right now I really don't care about adding anything else.

Commissioner Rankin: Even though you could get some money or the principal could get some additional money?

Mr. Hendee: I am always interested in money and I'm always interested in spending the last $.25 of it. But I don't want money unless it is going to do some good with youngsters. If we can get money that will help with the children's reading and the children's basics, then that satisfies me.

Commissioner Rankin: What I'm trying to say is, this problem is not settled by one law, it is a continuing problem and we will have to have changes; there will be changes and different approaches and all of that, as the years go on, isn't that true?

Ms. Hendee: That's right.

Commissioner Rankin: So you have to be able to modify as time changes and develop a program that way, too.

Ms. Hendee: Every year.

Commissioner Rankin: Does your school have any plans for the future? Do you plan for the future that way?

Ms. Hendee: I have planned for the future since I have been there, and I have been there since 1953.

Commissioner Rankin: I think that is fine. You are going to continue to do that?

Ms. Hendee: A few more years.

Commissioner Rankin: Thank you.

Chairman Flemming: Commissioner Ruiz?

Commissioner Ruiz: Do any of the witnesses on the Merrill panel speak Spanish?

Ms. Hendee: A little.

Ms. **ETTER**: A little.

Commissioner Ruiz: That is heartening.

Do any of the witnesses who speak Spanish, have you had any teaching practice with relation to Hispanos and Mexican-Americans?

Ms. **MCHENRY**: On the elementary schools level I did prior to . . .

COMMISSIONER RUIZ: Will you speak into that?

Ms. **MCHENRY**: On an elementary school level.

Several years ago the Denver public schools had a program in grades five and six whereby fifth and sixth grade teachers would teach Spanish. We had a television program, and after the TV program, a classroom teacher would work with students.

COMMISSIONER RUIZ: You said fifth and sixth grade?

Ms. **MCHENRY**: Yes.

COMMISSIONER RUIZ: Is that junior high?

Ms. **MCHENRY**: No, that would be elementary.

COMMISSIONER RUIZ: No, I'm talking about currently at Merrill Junior.

Ms. **MCHENRY**: Oh, no.

COMMISSIONER RUIZ: This is what I'm speaking about.

You were speaking about experience you personally had had in an elementary school.

Ms. **MCHENRY**: Right.

COMMISSIONER RUIZ. I see.

Ms. **MCHENRY**: One thing I would like to mention that does come to mind. I think one of the successes of this particular program at Merrill, too, is the fact that the students who are transported, the minority students who are transported to Merrill Junior High School, the socioeconomic background of most of those students is very comparable to the students who were already at Merrill. You are not working with students—so often when we think about minority students there is the tendency oftentimes to think that all minority students are poor and that black and ignorance are synonymous.

Well, they are not synonyms. This has been one of the problems that I have noticed that has existed in many instances, and teachers who don't look at it as being synonymous and who tend to maintain goals that are achievable for all students, regardless of the color of their skin, their results have been far more gratifying.

I think this needs to be brought out.

Ms. **HENDEE**: May I answer your question?

COMMISSIONER RUIZ: Surely, please.

Ms. **HENDEE**: I have been taking Spanish classes, oh, just once a week, but Spanish classes for years. I am not very fluent, but I get along. And I have been particularly interested in it lately because we have received many children from Mexico who speak no English, and we have parents who speak no English.

So with help from everyone, I am able to communicate with them, and that has been a great help.

COMMISSIONER RUIZ: Now, with respect to those recent arrivals from Mexico that speak no English, what program do you have at the junior high school relative to targeting them out for bilingual-bicultural education?

MS. HENDEE: We have the Monterey Reading Program, where the children work each day with one child, one teacher for a period. We have tutors from DU who have come in, well, we tutor about 125 children each year. Tutors from DU will come in every quarter on a pre-student-teacher tutor system. I always have them working with the children.

Then we have our community tutors who work with the children. Some of our teachers speak Spanish, so they are able to work with them.

COMMISSIONER RUIZ: Is the Monterey Reading Program, is it a book written in English?

MS. HENDEE: It is a book written in English, but on a very easy level, and the child is able to read English words and carry on a little conversation about it. It has been very, very helpful.

COMMISSIONER RUIZ: What is the set-up there with respect to teachers' aides and these teachers that do speak Spanish that may be of assistance?

MS. HENDEE: When children come in who speak no English, we always get hold of a teacher or one of Mrs. McHenry's aides who speaks Spanish well. The Spanish children talk with the teachers who speak Spanish, so there can be an understanding of what is going on.

COMMISSIONER RUIZ: Is that a special program within the school, a general program?

MS. HENDEE: It is just something we work with all the time.

COMMISSIONER RUIZ: You are devising it and working on it as it goes along?

MS. HENDEE: Yes.

COMMISSIONER RUIZ: What has been your experience with respect to expectation?

MS. HENDEE: The Spanish children and the Vietnamese children, too, have done very, very, well. They have come a long way very rapidly. There is a great motivation there.

CHAIRMAN FLEMMING. Commissioner Horn?

COMMISSIONER HORN: Mrs. Hendee, and Mrs. McHenry, let me ask you this question on reading.

I am curious what your experience leads you to conclude as to the best way to educate students who have come from the elementary school and not been able to read in reading.

Is it one-on-one?

Is it certain teaching techniques?

And if so, what are they, because I think this is one of the fundamental problems we face in this country.

Ms. **McHenry**: For one thing, I have found that as long as we maintained a reading program that was geared to students above the elementary level, so often the materials we had to use were materials that were watered down. Now we presently have a program called the Educational Developmental Laboratories Program. It was geared for students at junior high school level and at a junior high school interest. This in itself helps the program become more successful.

The other thing that I found was that reading is something that, or the lack of reading, is something that is common throughout the country. It knows no ethnic origin. Students from all walks of life, even adults, have difficulty. So the kinds of things that we are doing in the laboratory that really help children to have a desire to learn to read, and the materials that have been made available to us have had a great deal to do with the success of such a program.

Commissioner Horn: Do you have anything to add?

Ms. **Hendee**: I think the one-to-one relationship is extremely important at first for the child who is essentially a non-reader. But then I think he must be, well, I will use the term that is coming into practice, and we will hear so much of it now—he must be "mainstreamed" also. He must be in with other children who read because he must realize that this is an actual possibility, that he will read also.

Commissioner Horn: How do you explain that students from all walks of life, all ethnic groups, are going through elementary school today and they can't read and you get them, and some are even getting through junior high school and high school and being graduated in this country, white, black, brown, you name it, and they can't read?

What is the problem in the elementary schools?

You see their product.

Ms. **Hendee**: There will be some children who will not read because of perceptual handicaps. So those we would talk about under another situation. I think some of the problem starts, well, probably starts with the home. Children must have books. They must be read to. They must be encouraged to read.

Then I feel that television has had a great effect on the lack of reading among the children. Here is a place where a child can sit passively without any work at all, and television becomes more important than reading.

Of course, a child, then, who isn't reading well won't like it. He won't like it. He won't read well. It is a vicious circle. And by junior high he has such an emotional upset about it and is in many cases so ashamed that he is not going to try.

I heard a youngster who came in to see me the other day. He said, "When they start to read out loud in our class I could die." He said, "I will look ahead and I will try to figure out where they will be when they get to me, and I will practice."

I was doing that in Spanish class the other night, so I knew how he felt. So here is a child who is so frightened and so ashamed that he won't try.

Ms. McHenry: Method would have a great deal to do with it too. Methods we have used in previous years. There is no one way to teach reading. Some children will read because of phonics. Others will read, become sight-readers, and others will use another process.

Sometimes we have tended to force children into one mold and say this is the only way that this can be done. And there is no one way.

Commissioner Horn: Thank you.

Chairman Flemming: Commissioner Saltzman?

Commissioner Saltzman: From what this panel and the prior panel have said, is it possible for me to draw this generalization, and would you agree with it: that policies which advance school desegregation efforts are benefiting educational achievement in the City of Denver?

Mr. Rebrovick: I'm not sure I understand the question, Mr. Saltzman.

Commissioner Saltzman: Well, that the desegregation of the school system in Denver, what you have described is an advancement in academic achievement, the quality of education, that it has encouraged, fostered, an improvement in educational or academic performance in the city schools.

Mr. Rebrovick: In my opinion, and I'm speaking for one particular school, we see improvement each year. We can't become a cloistered kind of person because that isn't what our society is.

Commissioner Saltzman: But has the school desegregation, court-ordered, brought and encouraged and fostered this process of improvement?

Mr. Rebrovick: I might say this, that the achievement level before integration of Merrill Junior High School, as Mrs. Hendee indicated, was very, very high, with 65 to 70 percent going to college. It is not that high now. Hopefully in a few years it will be.

We try to provide a happy situation for the kids coming in. We bus in about half of our total population. Our attendance is running 90 to 92 percent. I'm saying that for the record. There must be something good at the end of that bus ride.

I can see great achievement since the integration order of 1969 with the kids we receive. Hopefully—and I'm sure truthfully—our achievement level will rise with the help of the laboratories we have that Mrs. McHenry was explaining.

Commissioner Saltzman: Would anyone else want to comment on that?

Ms. McHenry: Yes, I think so. We have, because of the desegregation, thrown out, gotten rid of some of the practices that were detrimental to educationing young people, period. Instead, we have put in, in place of those educational practices that are more beneficial for all students.

Insofar as raising the educational level is concerned, there are many students now who don't care to go to college. It is not—the trend now sometimes is to stay out of school for a year, to travel and various other things that come into play, and come into being that we could discuss at length. So I think this is just another point of it.

We are putting in some programs that are beneficial for all young people, and the quality of our education has improved, and the opportunities I think for all students, educational opportunities are the things that have improved greatest. We had many problems.

COMMISSIONER SALTZMAN: So you are measuring by a little bit different standard educational achievement; not by whether 65 percent of the students go to college.

MS. MCHENRY: Right.

COMMISSIONER SALTZMAN: But in sum, what is the total capacity for citizenship, for sensitivity, for human qualities in addition to mere going to college? And that you feel desegregation has improved?

MS. MCHENRY: Right. I would agree with that.

MS. HENDEE: I think we are better teachers for it also.

COMMISSIONER SALTZMAN: Mrs. McHenry, one final question.

You indicated that at Cole there was an atmosphere which did not enhance respect for the teacher, for the educational process.

MS. MCHENRY: I wouldn't want this to look as if it had anything to do with the administration, because this isn't true. But I do feel that there were teachers—and this was true not only at Cole but at many of the inner schools—that many teachers have a feeling of low level of achievement for students. The expectations sometimes are quite low. This was one of the problems.

Another problem that I felt, too, was that I thought that many of the classes should be desegregated, although the school was desegregated, the classes were segregated. Some of the personnel who have been in the school for too long a period of time do not realize that these changes must take place.

COMMISSIONER SALTZMAN: What I'm trying to get at, what helps one school foster an environment of respect for the process, and in another school that is absent?

What are the elements that bring this about?

MS. MCHENRY: Well, the principal of course of any school is the leader, and sets the tone. We had a very good tone insofar as the leadership at Cole was concerned, just as we have at Merrill. But I think oftentimes it is those teachers in a building who don't have the same goals, who look upon minority education and tend to squelch things.

I hate to say it; we just have to face it. But that's the way it goes.

CHAIRMAN FLEMMING: Commissioner Freeman?

COMMISSONER FREEMAN: Mr. Rebrovick, I would like to give a further answer to supplement Commissioner Rankin's answer to your question concerning whether this Commission could be of assistance to you in terms of resources and say to you that we have a statutory responsibility to appraise Federal policies and programs. When this Commission finds that there are certain programs that, where if there were additional resources available, that would be beneficial to desegration, this kind of information could be included as a recommendation; so that it may be helpful if you have data concerning the program which you are referring to that could be communications laboratory, and the extent to which additional resources would make the process of desegregation and the process of learning and the process of education improved, and better, if you would submit this information to the Commission, then certainly it could be considered and included in the recommendation because we make recommendations not only to Congress but to the President.

And maybe no law is necessary. It may be just a change in the regulations of HEW which might be concerned.

Mr. Rebrovick: Thank you, Mrs. Freeman. We will start on that communication this afternoon.

Chairman Flemming: Well, in behalf of the Commission, I express appreciation for your being with us.

As I have listened to your testimony, your responses to questions, I have reached the conclusion that the students who are enrolled in your school are really being provided with some genuine opportunities to achieve their highest potential. We appreciate it.

We are very happy to have you with us.

Thank you very much.

Counsel will call the next witnesses.

Mr. Lewis: Mr. Chairman, the next panel of witnesses is from Cole and Smiley Junior High Schools. They are—will they please come forward—from Smiley, Harold Scott, principal; David Williams, parent.

From Cole, David Finley, the vice principal for administration; and Suzanne Fullington, parent.

(Whereupon, Harold Scott, David Williams, David Finely, and Suzanne Fullington were sworn by Chairman Flemming.)

TESTIMONY OF HAROLD SCOTT, PRINCIPAL, SMILEY JUNIOR HIGH SCHOOL; DAVID WILLIAMS, PARENT; DAVID FINLEY, VICE PRINCIPAL FOR ADMINISTRATION, COLE JUNIOR HIGH SCHOOL; AND SUZANNE FULLINGTON, PARENT.

Mr. Lewis: Would each of you please state your name and address and occupation for the record?

Ms. Fullington: I am Suzanne Fullington.

My address is 8228 East Lehigh Drive, Denver.

I am a housewife, a parent, with a child at Cole.

Mr. Williams: I am David L. Williams.

I live at 615 Newport Street.

I have a child at Smiley in the eighth grade.

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Mr. Finley: I am L. C. David Finley, vice principal of Cole Junior High, 3303 Grey Street.

Mr. Scott: I am Harold Scott.

I live at 6632 East Asbury, principal at Smiley Junior High School.

Mr. Lewis: Mr. Scott, can you tell us how long you have been principal at Smiley?

Mr. Scott: I am in my eighth year at the present time.

Mr. Lewis: You have been in the Denver public school system for a good deal longer than that?

Mr. Scott: Yes, 24.

Mr. Lewis: A good lot of experience.

Now Smiley also, as Merrill on the previous panel, experienced school desegregation rather early in this process in 1969. There was a rather major population shift in that year in the student body, I understand.

Could you give us a kind of historical perspective of what happened that year in 1969, how you chose to deal with it, what you thought was necessary, and sort of bring us up to 1974?

Mr. Scott: Well, that is a mouthful.

Mr. Lewis: Yes, not necessarily in terms of boundary judgements, in terms of what you did in the school to deal with it.

Mr. Scott: Without going into the historical attributes of the Park Hill community and so forth, I am sure you had hearings on that which led up to this, in the summer of 1969 there was—the schools were under Court Order to integrate. It was appealed at that time.

So, during the summer of 1969, we were not sure exactly which way we were going. Smiley was one of the key schools in the integration plan as far as the secondary school was concerned. At that time Smiley was 74 percent black and about 26 percent Anglo, thereabouts. We had very few Chicano students attending Smiley.

Since we did not know whether we would integrate or not integrate, depending upon the Court hearing, we built two schedules. We had two entirely different school possibilities. We had two entirely different faculties, depending upon how the Court decision went.

About Labor Day, before school opened, we finally got the decision and worked all day to determine that we would use Plan B, instead of Plan A. And this meant telling certain teachers—a most interesting experience.

When school finally opened on a Tuesday, I had to post people at the door. When certain teachers came in, we told them, no, you don't belong at Smiley, you go to such and such a school, you know—no, you come in, and so forth, because of the plan we were working on.

That morning is one I am sure that any principal who has gone through this type of thing will never forget. Not only did we have all of the emotional hullabaloo about integration and so forth, we had all of the new kids coming in, buses, bus drivers getting lost, not knowing, because all of this was new. The press was there in full force; mothers bringing their daughters up and putting their hand in mine, I should follow them around all day.

You know, these were things that you have to be in there to really appreciate.

But anyway, we finally got open and we had attorneys there from the—from both sides.

In other schools that were involved, there were incidents, of course, but this was to be expected in a major change like this.

Of course, as I said, we did go from predominantly a black school—and when I say black school, I am saying that not only in majority of black kids entering, but a black attitude, which I think is important in a school—to a predominantly white school.

Following through on that we—Smiley, was very lucky for two reasons. It could have been a very bad situation going through all of this but there were two things in our favor. One was community support, which was the Park Hill and key people in the Montclair community which fed Smiley, who offered support out of this world to make this thing go, who were in our building who worked with us, who worked with the parent group, and was in the building during this trying time and so forth.

The second key thing was the faculty, of course. You have got to realize that in many schools like this, when you have—when you go through an integration thing, the faculty has usually been a predominantly white school in which the faculty has to deal with the majority student. At Smiley we had a faculty who had been dealing with a vast minority school, so that when Anglo students were sent in, it was a different type of situation to deal with.

And the core of teachers who were involved, who had been working on this type of thing, and the different programs ever since I had been at Smiley, of course, were the key to really making this thing work.

I think those two things were the real key at that particular time. I mentioned the parent and so forth support.

At that time we did not have a lot of sufficient time to do a lot of training or to work with schools in getting kids in and so forth, and working with attitudes. I am of the belief that some of this is good, and some of it in a situation like we were involved in I question, frankly. I think what we had to deal with was working with teachers on certain do's and don'ts; this is where you are; certain things that they would have to be aware of.

For example, we have to be aware of the facility of a lunchroom. You have to be aware that the lunchroom can be a key spot in any newly-integrated school. So we went through a procedure of assigning kids to lunchroom seats and so forth so that you didn't have an all-black side and an all-white side.

These are things you have to look at.

You have to be aware in gym classes that kids should not choose their own teams, otherwise you have black teams and white teams.

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So teacher involvement has to be involved. These types of things have to be done throughout the building.

You know, the real secret of integration in any school, as a little sidelight, is the individual classroom teacher. What goes on in the particular classroom, the techniques the teacher uses as far as grouping and so forth, really promotes integration in any school.

There was another problem as far as Smiley was concerned, that we had to deal with, which is a different situation. Here you have a school that was 74, 75 percent black, okay? All of a sudden you take out the majority of the black students and you send in—and now you are approximately 68 to 70 percent white.

What people fail to realize, what is the attitude of the black kids who are left in the school?

You see? Where all of a sudden it is now no longer their school, at least the way they look at it, so to speak. They are now a minority. These kids you have to deal with very, very carefully because they are the ones who get very uptight and can start problems and so forth. So we had programs to deal with them.

Parents; we found out through experience that they ask two questions when they come into a school like this. I got this all the way from 1969 up.

One, will my child be safe?

Two, will the curriculum suffer, or will the learning go up, or will his learning opportunities decrease?

If you can get by those two questions, you have got it made, because those are the two things parents are concerned about. They are not really—very few questions about social integration and these types of things, but these two questions.

So, in order to deal with these two things, we did several types of—we did a whole lot of programs, frankly. I was jotting some of these down. I was amazed at some of the things we had done at Smiley, and forgotten about.

One, looking at the curriculum, you have to get away from—you have to maintain the instructional level. Yet it is very critical that you get away from what many sociologists have called a new type of desegregation.

In other words, it is folly to have a desegregated school, then walk down the hall and look in individual classrooms and you know what type of class you are looking at because they are completely segregated.

You go in one class, it is completely black; another is completely white; and another is black and Chicano, and so forth and so on. You are solving nothing by doing this.

So, how do you solve this problem?

The faculty said, well, we have to get away from straight grouping of classes within the building.

Where can we in our curriculum now deal with, set up classes so they are not based upon just ability by test scores and so forth?

Social studies was the most common one we did, because social studies deals with the citizenship and so forth, and it is a type of course if run right there should be a lot of cross discussion and so forth about Americanism, citizenship and so forth. Those classes are completely mixed.

We are looking at others, though I will have to say at this point not everyone agrees with this point of view.

Okay. Second, on the curriculum point of view teachers had to look at, we had many, many in-services on teachers trying to look at raising expectancies, of maintaining of higher classroom order and all of these things which was a new thing, a new thing for the teachers at Smiley.

On the safety aspect of it, I immediately went to a new type of schedule for Smiley, because there were concerns about the long lunch period. It was obvious to me that groups were beginning to form during the lunch period.

You remember, these were very critical times. There were still very negative attitudes about the whole thing.

So, I went to a new type schedule that solved two purposes.

One, it released more teachers that I could use for supervision, and, two, it controlled the kids more. At that time this was a very necessary aspect. Since then, of course, in Denver we now have securities aides and these type of things which greatly helped this type of situation.

Other programs that we had that we have gone through at Smiley, not all of these are in effect right now; some have served their purposes, we have dropped them.

We had an activity program the first year in which every Friday we dismissed schools on the half day, but kids stayed in. We had 35 clubs, teacher-sponsored, 35 different types of clubs. Kids signed up for different clubs and mainly this was to promote the social aspect of integration.

We had to urban league—the leapfrog program which we had speakout during the afternoon session, in which kids would get together and discuss the aspect of getting along together.

We had many orientation programs, the bused-in pupils and the pupils from Park Hill and so forth.

We had community aides at this time which worked with homes of students who were having serious problems.

We had pre-busing meetings and so forth that summer.

But as I said earlier, that was not a big thing. We had people come in and talk to faculty meetings, we had community wine tasting, pot-lucks and rap sessions in the community. I mentioned the tracking that we eliminated and so forth.

At that time we created, we had minority history courses. We also became eligible and increased reading labs and other programs that have been mentioned here earlier.

At Smiley we started the grade-level orientation which is now being done throughout the city, which in September, the one day, just the seventh-graders come in; the second day the eighth came in; and on the third day the ninth graders came in. The total faculty worked with these three levels. It was so successful, as you know, that now Denver does this at all school levels. It has been a great help in helping to orientate the kids.

Our sixth-grade orientation program was quite extensive and still is. In working with the sixth grade schools who send kids to us, it is quite extensive. We had one team that was—we had one thing that was a great success. It is a simple thing, but it helped us quite a bit.

We had what we called the "Smiley Action Team." We had a bunch of kids, these were black kids and white kids, who, I guess the term would say, they had it together. They were the integrated black kids and white kids so to speak. They were in the middle of the spectrum not on the ends. They felt comfortable with whoever.

So we formed a team. When we had kids who came in because they were upset, white kids who were scared of the black kids and so on, which was the usual case, but also we had some of the others, we would take one or two of these students and put them with that student, usually of opposite race, and stay with them all day, walk them around, introduce them to their friends and all of this type of thing.

I think this did more for us as far as helping integrate some kids who were just scared to death as far as anything else.

These are just some of the programs.

Smiley, now through '74, we have had no drastic boundary changes We have most of the Montebello area. Of course, that area is growing and growing. We have had no real drastic boundary changes since 1969. We have lost 100 kids here, 150 here because—to reduce our numbers. We are still approximately, I would imagine, about the second or third largest Jr. High school in Denver.

At the present time we are predominantly a minority school again.

Well, let me close by saying, the last eight years have been something I will never forget. I will say that.

Ms. Lewis. Thank you.

I can't imagine how it could have been any fuller.

We are on a very tight time schedule, so let me ask each one of you a single question as we go along, because I want to give the Commissioners an opportunity to talk to you.

Mr. Williams, you are presently the president of the parents group at Smiley?

Mr. Williams. No, I am not the president. I am the editor of the news letter we put out.

Ms. Lewis. Pardon me.

In any case, you became involved with the school through the fact that your son is presently going to school at Smiley?

Mr. Williams. Right.

Ms. Lewis. When we talked, you mentioned a number of things which you found to be very positive about the experience there. I wonder if you could give us some idea briefly, how you reacted to the fact that you were assigned to Smiley, what you did as a result of that, and how you feel now?

Mr. Williams: Well, our reaction—you say we were assigned to Smiley. This, I guess, is correct. We lived actually, on what turned out to be the borderline between the Hill District and Smiley.

We were—by "we" I mean his mother and I were very delighted to see that he was going to be bused. That is kind of a statement I guess you don't hear often. But it is kind of a long way from our house to Smiley, and our son is within the family, a notoriously prompt individual. And we thought that this was the best, easiest way for him to get him to school. Besides which all of his friends in the neighborhood, the neighborhood around where we live, are in a similar situation.

He would meet them all on the bus, or most of them and it was a very good thing. We would get there, and then in—with respect to after-school activities which do come up, we were very happy to find that there is an after-school late bus that you could ride home.

But also, he has no fear of coming home by himself all the way, on foot, whatever, from school. It is, as I say, quite a distance in my estimation. However, we were quite pleased at the thing, at that fact.

Once he got started at Smiley, we were continually, this feeling of satisfaction and, well, pleasure about the whole thing was continually reinforced by the teachers that he had, by Mr. Scott and his attitudes and his methods, by the fact that we became involved right off the bat in this new organization that we started at Smiley last year, called "The Smiley Community Action Council," which is a substitute for the parent-teacher, PTA, or the PTSA sort of thing.

The parents at Smiley and the teachers of—at least last year they were all very supportive of this group which took it upon themselves to sort of undertake to do whatever little projects might come along that might be of use to the school. A great deal of my knowledge of Smiley came and comes through my relationships with that group.

Mr. Scott has given us all kinds of assistance and helping in all regards.

The complaint that we do have is—I think it is quite general among Smiley parents—Smiley is too large. It is too large a school. It draws students from a great distance. I will use the word gerrymandering, but not in a derogatory sense. It was the way the city was cut up into the various districts. It has left use at Smiley with rather more of a student population than we should have.

We have we feel excellent teachers and programs at Smiley. We have been in that category up until now. Now there are some people who are beginning to suspect that perhaps the teachers are getting a little tired of all this and that the steam is coming out of the whole program a little.

I don't know. I wouldn't like to comment myself about that because everything of that nature that I say is hearsay sort of thing.

Our total reaction as a family to Smiley, is still one of very great pleasure and satisfaction. We think our son is getting a very good deal there, as a matter of fact. He is active in musical organization, let me say this. As such, belonging to the jazz band, the after-school jazz band and such things, he himself has more, I think, than the normal amount of integrated situations in which he communicates and has intercourse of various kinds with minority students.

Ms. LEWIS. Thank you.

Mr. Finley, you are in charge of discipline at Cole Junior High School. I wonder if you could just give us some idea of your philosophy of discipline, how you feel the discipline relates to the desegregation process, particularly at Cole.

MR. FINLEY. I have worked with discipline ever since I've been an administrator since '69. There is a difference between one group of kids and another. I mean, there is nothing there. Children are children: In junior high you find that the students are going through all of their changes, physical changes, every kind of change you can think of. They are going through those. And you must realize that these are the kinds of things you have to live with. If you don't like kids and know they're going to have these problems you have no business there.

But as far as one group being different from another, I haven't seen that. But I do feel that the kids have rights. When they come down to my office, I explain to them, let them read the slips there are complaints that they have, if they don't agree. I get the teachers down there, we sit down and talk it over; get parents in and work it out that way.

Many times I can work it out with the students, what should I do—but at the same time they can tell me answers to these things. They are kids, but they still have the answers that they really help us out many times.

Along, with that working with my discipline problem also, I found that first year, '74, like Smiley, we did have groups. We had leaders from each of the groups. We went to the kids and we expressed this thing in particular. We didn't want the hassles and the fights. When you find kids having fights, bring them down. If I can get to them and talk to them before they get there, generally speaking we can work our problems out.

That is about it. Except, I could say that they are free to come down, and I ask them and I give them certain opportunities. I don't know whether I'm right or wrong about it, but I'll tell a kid when he comes down, after I've taken care of his problems, ask him if I've treated him fairly. I'll ask him what is it I haven't done, or what is it I can do.

In other words, I want to walk out of the office feeling I have done the right thing, see. That is my own personal feeling that I have got to have when I work with kids. I tell them at any time, if they feel I haven't handled the problem right, to come back and tell me, we will sit down. It's not one of those things that you do what I say and I run the shop. Come down and tell me and we will work it out.

Maybe I have certain things that are against regulations. I have a power in my office, but it is not a forced thing. If the kid has done something wrong, he will come in, messed up—Mr. Finley, you know—go into another room, get your stick so I can go back to class.

I'll tell a parent, I'll never force that kid to bend across the table and take a lick. It is up to him because they're young people going into young adulthood, it is up to them to make their decisions, after we've talked the problem over.

This is the way we work it. The way I feel, I love them all and I feel that they feel that way toward me. It is not a black or white or anything like that.

I have many Anglo kids coming to me with problems. You would be surprised that they had so many problems. But they had enough confidence to know when they sit down and talk to me behind that closed door, that it is going to stay there, and I do everything in my power to take care of it.

Many nights I am out visiting and seeing parents about some problem, even though it doesn't pertain to school, it pertains to that kid getting along in school.

As far as racial things, the racial fights, we have been rather lucky. I'll put it that way, rather lucky that we just don't seem to have much of that kind of thing.

Certain kid arguments, yes, you are going to have those everywhere. But to pick a school like you pick Cole Junior High, which is the target area school; I think Scott and I taught together there about ten or twelve years before he moved. Then, all of a sudden you bring opposite kids from the Southeast corner right off from Cherry Creek—as a matter of fact I had a parent talking to me this morning, "If I had stayed about a block over, my kid would be going to Cherry Creek." "So I could throw a rock over there and then holler at the kids when they break off to go to school in the morning."

Now, to bring these two groups of kids together, they get along as well as they get along, to me is almost a miracle.

A lot of people ask me when it first started, do you think it is going to work?

I say, sure it is going to work.

How come it is going to work?

I say, well now, this is my job to take care of the problems. All I know is, I am going to see that it works. Young folks are young folks. As far as I am concerned, they get together and they are the ones that work out the problem. Many times, if the adults will leave the kids alone, I mean, they make it all right little by little.

I don't worry too much about whether or not they are all together in the lunch room or whatnot, to start. I say give us a little time, give us a few years, they will get there, because they have got to learn each other just like we have to learn each other.

I do see it coming along fine, better this year than last year, and last year was a great year. So all I can do is look forward.

I think it is a real good move, effort on their part, and I hope we continue to go along in the same manner.

Ms. LEWIS. Thank you, Mr. Finley.

Ms. Fullington, I have a question.

Your daughter is bused from Southeast Denver the area Mr. Finley was just speaking about. I understand when the order was announced and children were told where they were going to be going to school, at Cole and the inner city, that your community was not, perhaps, as happy as they might have been, but that you were very instrumental in doing some things in that area to help the parents adjust to that opportunity and to help the schools move forward.

If you would just tell us very briefly about the kinds of things you did?

Ms. FULLINGTON. Well, perhaps we were not very enthusiastic. I think that has to be said.

Neighborhoodwise, our concern became that where we saw families withdrawing kids from school, putting them in private schools without ever having played the game at all, you know, how are you going to live it this way? We were curious. We had never been to Cole. I am a product of the Denver schools, but had never really been to Cole. It is a long way away. So we, several of us, decided that the thing to do was to go, visit, find out what was going on, what sort of atmosphere our kids would be in; what sort of people they would be living and working with. And that was the beginning.

It mushroomed a little bit. There were some organizational sorts of things. We were initially delighted with the people we dealt with, and that has to be a credit to the faculty at Cole.

We felt concerns, and I think they are very real, that when you take this many kids from one area and put them somewhere else, that they become the ruling force. And this was something that concerned us as parents.

We would, you know—we were hopeful that the kids who are staying at Cole, would be glad to have our kids coming, and if we were driven to do something, it was perhaps because of this that we did it. We have more children happy there, I think, than you would believe. I am not saying that I think that everything is rosy in the busing world. I don't think any teenage kids who are big, and sit three on a bus seat, are very happy with that. But that is a logistical sort of thing.

But the quality of education is super. We have been most pleased with that. I hear positive things coming home over and over again about what is going on at Cole, per se. And it is a good situation as it is now. We will be curious to know what it is going to do in five years.

Ms. LEWIS. Thank you very much, Mr. Chairman.

Chairman Flemming. Mr. Ruiz?

Commissioner Ruiz. I have no questions.

Chairman Flemming. Mr. Saltzman?

Commissioner Saltzman. Is the academic integration at both your two schools? Has it been achieved? That is, in math and science classes, for example, would you say that there is a proportional kind of mix in those academic classes?

Mr. Finley. Well it seems to be that way at Cole. Most science classes they are more so integrated as you might say, than some of the academic.

But I feel like I say, in time it gives them a challenge. As a matter of fact, the educational part of our school has increased tremendously. And as it increases in this way, it causes a challenge to other kids who haven't had that challenge before. You see, when you are in a school where as it was in years in the past, where the motivational factor wasn't there, all of a sudden now we have that motivational factor to achieve with the rest of the kids.

So, automatically our standards are going up. Like I say now, I wouldn't like myself to just say push all these kids over here. A lot of kids can't cut it. But, give us a year or two, other kids who are coming up, in the basics they will be ready to make that goal.

Commissioner Saltzman. So, however at the present time, they are more in the academic levels like math and science, there is just not a proportional relationship.

Mr. Scott. I think you have to determine the type of class that you are referring to.

Now, in those particular subjects we are still grouped. In other words, we have what they call the accelerated—they call them different things—and then the regular kids which are kids working approximately grade level, and then we have the remedial type classes for pupils who are having difficulties in the academic work mainly based upon reading skills.

Now, in those particular classes, the remedial and the regular, they are pretty well mixed. But the excelled are still predominantly Anglo, kids who had more background and so forth, and are able to do this type of work.

I have noticed in the last year or two that there is a growing proportion of minority students now making these classes, which I am very happy to see.

Commissioner Saltzman. The previous panel had some very positive feelings about the desegregation process and what has been occurring, and they feel as part of the desegregation process, perhaps not in directing children to college goals, there have been educational achievements, but there has been otherwise significance advance in the educational achievement of the school student body as a result of the court ordered desegregation plan.

Would you concur with that in general?

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Mr. Finley. Well, I look at it this way.

We educate the kid to do the best he can. If he decides he wants to stop off and go into the trade, he can. But, on the other side of the point is this, if he decides he would like to go on with further education, we try to give him what he needs.

In other words, we won't cut you loose for trades, or cut you loose for college. We will give you enough so that you can kind of get it together and go on from there.

Commissioner Saltzman. Let me put it another way.

Is there an advance at the Cole school in the attitude toward education per se since desegregation, that there is more positive feeling toward the educational instrument, the schools, and the educational activity?

Mr. Finley. Well, I have seen many indications of it, even to attendance. Now our attendance now is up quite a bit, I think by absentee rate. Also, we have a larger number of students. It is down pretty close to, oh, about 25 to 30 percent of what it used to be.

So we have this kind of thing. Like I say, there are other programs, other things we have done in our school to kind of keep our kids there.

Now, along with the plans Mr. Scott has, and I think we have similar plans, at lunchtime we have an in-house thing, you know. Not where at lunch time the kids are free to go and run all over, this kind of thing. We give them enough length of time so they can take care of lunch. They can spend after school playing at home because, I mean, when you get on these grounds, junior high school kids, they have money. Folks give them money and there is a tendency, sometimes, for neighborhoods to get to these kids and cause the school a lot of problems that we just don't have anymore. There are 30 cars or so that are around there trying to sell kids all kinds of stuff.

Right now there is nobody out there to sell stuff. That has cut our problems down tremendously. Like I say, the drug problem, they speak of it in Jr. High School as being something pretty high. We find this thing has almost decreased. We have a no-smoking policy, period, this kind of thing. We have a lot of education, that kind of thing.

For Cole Junior High, even our drill problem is just about, you know, almost nonexistent for maybe a case every now and then.

Mr. Scott: To answer your question a little more direct, I would have to say yes, that it has been a policy of effect. Mainly I say this through observation and some test scores. I can't be specific on the latter, but the key thing is the pupil attitude motivation, which has increased.

Now, I am not saying that every child has increased in motivation to learn. But the spectrum has moved down the line much further and more kids are now interested in trying to get something out of their classes. And, of course, I was there when it wasn't and when it was; so I mean, I am speaking from experience.

And then the second, of course, which is very critical is teacher attitude, is I think, the real key. And teacher expectancy, which has been mentioned before. This is the key thing of all.

Tnen, of course, the third thing, and which I judge, is to check with the high schools and to judge how our kids are doing, the ones that come from Smiley, in competition with high school kids from all over, who are integrated to a lesser, you know, further extent.

And our kids are doing very good. As I talk to the administrative staffs and teachers from these other schools.

So, these three things lead me to say—and what I observed—yes, to answer your question more directly.

Chairman Flemming. Commissioner Freeman?

Commissioner Freeman. I would like to have your comment on the involvement of the parents at both schools, and compare the involvement prior to desegregation order for us, and the extent of any change, and possibly what you anticipate in the future.

Mr. Finley. As far as the involvement of parents are concerned in the years in the past, it got to the place where meetings at school and community meetings and PTA meetings, it seems like when we had our meetings there were more teachers there than parents.

After integration, all of a sudden—we were worried that first night, after we had that big meeting, we worried that we were going to see the same thing again. But, all of a sudden people started coming and the place was full, and we didn't know what to do with all of these people. I mean, black and Anglo, they were there and they were showing this kind of interest.

Like I say, from the beginning, the first reason I guess we came, they wanted to learn a little bit more about our school.

Once they talked to the teachers, they found out the teachers are strong, they could handle their job well, they were glad to see the kids get into an environment and given the education and control they needed.

To speak further on that, I hope this is not a sideline, but I noticed this summer when I first got back—we go back a little earlier—all of a sudden, I went back and there were people all over the building. When I walked in generally, speaking when I walk in its just me, maybe some of the other people are there. And I found that parents from all over the area out in the southeast had that place full with kids who they sent to private schools. Now we are getting them back.

Seems kids themselves are talking to the other kids and explaining to them how well they get along at Cole. That I was really surprised at, and felt real good about it that they would be that number of people bringing kids back from private schools to Cole.

Commissioner Freeman. This continued on a sustained basis?

Mr. Finley. We have only had this one year, since '74.

Commissioner Freeman. Did you have a comment, Mr. Scott?

Mr. Scott. Well, of course as I mentioned earlier, there has never been a problem at Smiley of parents' support. Prior to the '69 decision, I think it was the parents around the Park Hill community that really played an important part in the whole Court Order that took place in Denver. At least they were one of the leading groups at that time.

And following the integration of Smiley, they have been just tremendous supporters all the way up and down the line. In the last couple of years it has dwindled because, I guess, there is no raging, there hasn't been any raging issue. I am not sure why. Maybe this is typical because of junior high. Maybe we should do something. I don't know.

Mr. Williams. Yes, I would like to comment some about that.

I think I mentioned when I spoke before, about the fact that we were concerned about the size of Smiley, the student enrollment and population. And it is a fact, I cannot state this from actual gathering of statistics myself, but I have been told that within the Smiley neighborhood itself, there is a natural mixture of races and ethnic groups which would be a very nice size to feed that one school.

We have recently lost a great many students, and—excuse me, I don't have the figures in mind, I am not prepared that way—but we have lost students to the new Cole Junior High, and—Gove Junior High, I mean—which has decreased the Anglo population at Smiley and increased—no, it increased the proportion of the minority of the population.

Not that this is in itself is a bad thing, but Smiley seems to be the school that is getting right at the moment, the one particular thing is this Montebello consideration, the Montebello area which is the other side of the airport. We are the closest junior high school to that area and we get the lion's share of the students. It is true that some of the students in the Montebello area go to other junior high schools in town, but Smiley gets the largest portion.

And here again, this is a heavily minority-oriented group. I mean, the people in Montebello, I think there is a heavy minority population out there, which has thrown the balance of the ethnic proportions at Smiley, or is in the process of throwing this balance out of balance.

Most of us feel that we lost students to Gove, were Anglo students and it is two factors working together. It has sort of upset the nice even split that was originally conceived.

Chairman Flemming. Thank you.

Have you completed?

Mr. Williams. I think so, yes.

Chairman Flemming. Thank you very much.

As I have listened to the testimony from the panel, I have heard the word challenge come into the dialogue quite often. I have also heard the word miracle come into the dialogue every now and then.

It seems to me because all segments of the community are responding to the challenge, there are some miracles taking place.

Thank you very much for being with us and participating in this hearing. We appreciate it very much.

CHAIRMAN FLEMMING: Counsel will call the next witnesses.

MS. LEWIS: The next witnesses are students from three junior high schools. Bryan Tooley from Morey Junior High School, Joni Flores, from Byers and Ricky Prudhomme and Thomas Castellano from Cole Junior High School.

CHAIRMAN FLEMMING: You will just raise your right hand.

[Whereupon, Bryan Tooley, Joni Flores, Ricky Prudhomme and Thomas Castellano were sworn by Chairman Flemming.]

TESTIMONY OF BRYAN TOOLEY, STUDENT, MOREY JUNIOR HIGH SCHOOL, JONI FLORES, STUDENT, BYERS JUNIOR HIGH SCHOOL, AND RICKY PRUDHOMME, AND THOMAS CASTELLANO, STUDENTS, COLE JUNIOR HIGH SCHOOL

CHAIRMAN FLEMMING: Very happy to have you with us.

MS. LEWIS: Would each one of you give your names, your address, the grade you're in and the school you go to?

MR. TOOLEY: Bryan Tooley, and my grade is—I'm in eighth grade. My address is 635 Vine Street. I go to Morey Junior High.

MR. FLORES: My name is Joni Flores. My address is 1919 Ivanhoe. I'm in the ninth grade and I go to Byers.

MR. PRUDHOMME: My name is Ricky Prudhomme. I live at 3057 Race. I go to Cole Junior High. I'm in the ninth grade.

MR. CASTELLANO: My name is Thomas Castellano. I'm a 9th grader at Cole. My address is 3852 South Newport. I go to Cole.

MS. LEWIS: Ricky, you live in the Cole neighborhood, and you would have gone to school as a matter of course when you got into the seventh grade?

MR. PRUDHOMME: Yes.

MS. LEWIS: But you didn't do that. In the seventh grade you went someplace else. Where did you go?

MR. PRUDHOMME: I went to Coons Miller. I went on a voluntary basis.

MS. LEWIS: How many minority students were there at Coons Miller when you were there?

MR. PRUDHOMME: About three busloads. I'd say about 210.

MS. LEWIS: Out of a school population of how many?

MR. PRUDHOMME: About 1100.

MS. LEWIS: The rest were Anglo?

MR. PRUDHOMME: Right.

MS. LEWIS: Now, you went there for a year and then when the court order came in '74 you were directed back to Cole. How did you feel about that? Why did you not go to Cole in the first place? How did you feel about being sent back there?

MR. PRUDHOMME: Well, I had heard some negative feelings about Cole, about the learning environment there. And I wanted to go to a place that I felt I could learn without being hassled.

When I found out I was going back to Cole, it was just a new experience, you know.

Ms. Lewis: Were you apprehensive about it?

Mr. Prudhomme: Not really.

Ms. Lewis: Not really, but you weren't sure. What happened the summer before school began after the court order when you went back to Cole, were there any programs put on by the school to orient you to the school and to let you know what was going to go on there when you got there?

Mr. Prudhomme: Well, for the people coming from southeast Denver, there were some programs, you know, touring of the school.

Ms. Lewis: Were you included in that?

Mr. Prudhomme: No.

Ms. Lewis: So you really didn't have an orientation before you got there.

Mr. Prudhomme: No.

Ms. Lewis: How was it when you went back?

Mr. Prudhomme: It was a different experience. When I went back, I never thought there would be so many whites, white students. Because, you know, I think there is seven busloads, seven. At Cole there is more of a white population than there is black, and I wasn't prepared for it, but I was used to it.

Ms. Lewis: Because you had been at Coonsman?

Mr. Prudhomme: Coonsman, right.

Ms. Lewis: Did school go okay? Did you like it?

Mr. Prudhomme: Well, for the first few weeks it was kind of a bad experience all the way around for all of the students, because like the kids from Hamilton at that time were—had to come to Cole because of the court order.

So there were a few incidents where the bussed students were trapped in the building. The building was surrounded by people, you know, wanting to create violence and there was a lot of tension and if anyone had said anything, you know, there would have been a fight.

So for a while everything was very tense and it just kind of settled down by itself. After a while it passed.

Ms. Lewis: And it is settled down?

Mr. Prudhomme: Yes.

Ms. Lewis: And now do you feel comfortable at Cole?

Mr. Prudhomme: Yes.

Ms. Lewis: And how about academically, you said you were worried, that the reason you went to Coons Miller and went out of the Cole area originally was because you were worried about whether or not it was going to be a good school academically. How is that?

Mr. Prudhomme: Well, I know people who went to school and they said they couldn't learn there because it was a bad experience, you know, people were just—they just didn't care.

Ms. LEWIS: Do you find that true now?

MR. PRUDHOMME: No.

Well, in some cases.

Ms. LEWIS: In some courses, you mean?

MR. PRUDHOMME: In some cases, you know, people.

Ms. LEWIS: Okay, some people.

MR. PRUDHOMME: But all the way around I'd say it is improved from what I had heard before I went there.

Ms. LEWIS: And you feel like you're working hard?

MR. PRUDHOMME: Yes.

Ms. LEWIS: Are you getting good marks?

MR. PRUDHOMME: Pretty good.

Ms. LEWIS: Tom, you're one of those students who comes on a bus from southeast Denver from Hamilton Junior High School into Cole. You went to Hamilton the first year, in your seventh grade year, then you got directed to Cole. What kind of difference was that for you? How did you feel when the court order was announced and you found out you were going to go to Cole?

MR. CASTELLANO: Well, I was very uneasy because like Ricky, there was a lot of black kids at Cole and I wasn't ready for that because at Hamilton there wasn't that many. And I was shaky, I was. When I got there it changed.

Ms. LEWIS: How did it change?

MR. CASTELLANO: It didn't turn out to be what I expected it to be. There was a lot of tension the first couple of weeks or maybe in that first month, but it improved very rapidly, and there wasn't much tension around the school.

Ms. LEWIS: Did you feel uneasy continually with the situation of having black and white together? Did you make friends with the minority kids?

MR. CASTELLANO: Oh, yes, I did. It was easy because you was everybody, you know, there is not a lot of time to make friends during class time, but there was always lunch and before and after school and during breaks between classes.

Ms. LEWIS: How long do you think it took you to get through that process of feeling comfortable and making friends with kids that you hadn't known before?

MR. CASTELLANO: 2 to 3 months, I guess.

Ms. LEWIS: Okay.

And is there tracking at Cole? Are you in accelerated classes?

MR. CASTELLANO: Yes, I am.

Ms. LEWIS: Which?

MR. CASTELLANO: Accelerated.

Ms. LEWIS: Do you have minority students in your accelerated classes?

MR. CASTELLANO: Yes.

Ms. Lewis: Any number or is it just a few?

Mr. Castellano: There's a few. But I think some of them were put in there by mistake, not necessarily minority kids, but the classes were mixed up just because they wanted to have a balance in those classes. And some of the kids don't want to work in the accelerated classes and I think that's wrong.

Ms. Lewis: Of the kids who are there who want to work, are they able to handle it? Are you finding that everybody's doing about the same level except for those that maybe don't want to do it?

Mr. Castellano: Yes, I guess.

Ms. Lewis: Joni, where did you go to school in your seventh grade?

Mr. Flores: Baker.

Ms. Lewis: You went to Baker?

Chairman Flemming: Put the mike up close.

Ms. Lewis: They didn't hear you.

You went to Baker, and when you went to Baker it was mostly a Chicano school?

Mr. Flores: Yes, there was a lot.

Ms. Lewis: Did you like it?

Mr. Flores: A lot.

Ms. Lewis: How did you do in your classes, were you in the accelerated track there?

Mr. Flores: I was in the high class.

Ms. Lewis: The high class. They're called different at different schools. You were in the high class there. Did you do well?

Mr. Flores: Yes, I had good grades.

Ms. Lewis: And then you got transferred to Byers, and how did you feel about that? Were you worried about how it was going to be when you got there?

Mr. Flores: No. Well, when they told us that we were going to Byers, nobody really cared.

Ms. Lewis: You really didn't care.

Mr. Flores: No.

Ms. Lewis: Is that because there were a lot of your friends going with you?

Mr. Flores: Not all my friends were going with me. Some of them.

Ms. Lewis: But you knew you wouldn't be there all alone?

Mr. Flores: Yes.

Ms. Lewis: When you got to Byers, what was it like to be there, here you were all of a sudden with a bunch of other kids you had never seen before?

Mr. Flores: Well, there was a lot more blacks and a lot more whites and I never have been with that many in any of my schools, I went to. It was mostly Chicanos at all the schools I had been to.

Ms. Lewis: Did that bother you?

Mr. Flores: I wasn't very comfortable.

Ms. Lewis: You weren't very comfortable? But after a while did you get more comfortable?

Mr. Flores: Yes, pretty soon you start making new friends.

Ms. Lewis: Then it wasn't so bad?

Mr. Flores: Yes.

Ms. Lewis: What happened to you academically when you got to Byers, were you still in the high track?

Mr. Flores: No. They put me in average class.

Ms. Lewis: How did they do that, did they test you to see which class you should go into?

Mr. Flores: Yes.

Ms. Lewis: So they put you in average class. Is the work hard in the average class for you now?

Mr. Flores: No.

Ms. Lewis: Is it easier than it was at Baker?

Mr. Flores: No.

Ms. Lewis: Is it harder?

Mr. Flores: No.

Ms. Lewis: About the same.

Do you feel you're learning something and that you're getting something out of your classes when you go there?

Mr. Flores: Same thing I learned at Baker.

Ms. Lewis: So what do you think about it now, would you like to stay at Byers?

Mr. Flores: No.

Ms. Lewis: And why would you like to go?

Mr. Flores: I would like to go probably back to Baker.

Ms. Lewis: Would you like to have all the same teachers at Baker that you had before?

Mr. Flores: Yes.

Ms. Lewis: Bryan, you're now in Morey and you have been at Morey all the time?

Mr. Tooley: Yes, 2 years.

Ms. Lewis: You didn't have to change your school. Where did you go to elementary school?

Mr. Tooley: Bromwell.

Ms. Lewis: When you went to Bromwell was it integrated at all?

Mr. Tooley: No, not at all. They only had like one busload of minorities and that was only about half full. And that was in the whole school. There weren't too many students in that school, it's a pretty small school. They had about 400 people.

Ms. Lewis: And only a small number of those were minority?

Mr. Tooley: Yes.

Ms. Lewis: So you had actually not gone to school with very many minority students before you came to Morey?

Mr. Tooley: No.

Ms. Lewis: When you found out you were going to Morey, were you pleased about that or you weren't sure?

Mr. Tooley: No. At first, even though we were told we were going to go to Byers, everybody thought . . . everybody was telling them a lot about Byers, when you're in junior high you're happy about what you have been hearing about the school you're going to; then they switch.

And at first everybody didn't like it. But then it started to get a little better and we realized that all of our friends were going there too, and then about a week . . . okay, well, they made us do an essay on bussing and how we felt about it once they switched us.

And if we liked it then we had debates in class whether we liked it or disliked it and which school we would rather go to. Then about a week after that we had people from Morey Junior High, students, you know, seventh, eighth and ninth grade. They came to our school with a film strip and it told all about the school and they just answered any questions we had, and showed us all pictures about the school and your teachers and where you would go if you're sick, stuff like that.

Ms. Lewis: So that made you feel a lot more comfortable?

Mr. Tooley: Yes, it did, a lot.

Ms. Lewis: Then you got to Morey and how has it been since you got there?

Mr. Tooley: It's been really great. It's just been pretty good, I guess.

Ms. Lewis: Really great for you?

Mr. Tooley: Yes.

Ms. Lewis: And how are your courses, do you have to work hard?

Mr. Tooley: Yes.

Ms. Lewis: You do.

That's all, Mr. Chairman.

Chairman Flemming: Mr. Saltzman.

Commissioner Saltzman: I wonder whether each of you could answer this question.

Do you think it is better to go to a school where you're in a mixed student population or where everyone is from the same kind of background as you are? At this point now, after your experience, how would you answer that question?

Do you want to start?

Mr. Tooley: Would you repeat the last part of the question?

Commissioner Saltzman: Is it best to go to school where you're in a mixed study body, of all kinds of races, ethnic background or in a school where everyone is from the same background?

Mr. Tooley: Well, I think a mixed, really. Because you learn a lot about other people and the way they live, you know, it is better to get to know people. Like all people aren't going to be living the same. And if you go to one place, you know, people treat people different ways and they act different ways, and they just have different lifestyles, some people.

Commissioner Saltzman: And you enjoy learning about it?

Mr. Tooley: Yes, I did.

Commissioner Saltzman: Joni?

Mr. Flores: Well, I'd say no, because, well, still the school I go to now, most of the white students are in all the high classes and most of the black and Chicanos and other races are in the lower classes, so I didn't think they mixed us very well. My classes are mixed because they're . . . my classes are not high or not low, they're in between.

Commissioner Saltzman: So in the average class you do have a mix, but in the high class you don't have a mix.

Do you enjoy being in the average class where there is a mix, or would you rather not have a mix?

Mr. Flores: Well, I like it mixed.

Commissioner Saltzman: Okay.

Mr. Prudhomme: I think it should be mixed, because people have to live together, and if you're only surrounded by one background, well then you can't relate to other people who come from another area. It's worked out well, you know, it's worked pretty good at Cole. Better than a lot of people thought.

That's all.

Commissioner Saltzman: Okay.

Mr. Castellano: I think it should be mixed just for the comfort of the kids, like Ricky said, you know, it's easier to get along with people that you know, but then again you want to broaden your spectrum of cultures and things like that.

Commissioner Saltzman: Okay.

Joni, do you feel safe at the school where you're going?

Mr. Flores: Well, last year in the beginning I didn't. But now I do.

Commissioner Saltzman: Ricky, in some schools in other cities that I have heard about, children are fearful of going into the bathroom or locker room because that's sometimes where the trouble is centered and focussed. Does this happen at Cole?

Mr. Prudhomme: Well, there have been a few incidents where that has happened, but overall it doesn't go on.

There was an incident recently where a young white girl got jumped. I really don't know how it really went down, but she got jumped by three black boys, you know. But racial fights at Cole don't really happen.

Now, there is arguments, but there is no, really, you know, fights.

Commissioner Saltzman: So it is a general feeling of safety at school for you too?

Mr. Prudhomme: Yes.

Commissioner Saltzman: Thank you.

Chairman Flemming: Mr. Rankin.

Commissioner Rankin: Ricky, are you on any athletic team?

Mr. Prudhomme: I'm on the Cole ninth grade basketball team.

Commissioner Rankin: I played basketball too in college. Athletics is a great mixture, isn't it?

Mr. Prudhomme: Well, there is only one white on our team.

Commissioner Rankin: Well, that's pretty good for white. Professional basketball, that's about the right average, isn't that it?

But does he have any trouble with the blacks?

Mr. Prudhomme: He's a friend of the whole team. He's really nice. Like we don't look at him as white. We look at him . . .

(Laughter.)

Commissioner Rankin: You look at him as a good basketball player, don't you?

Mr. Prudhomme: Yes.

Commissioner Rankin: On your whole squad, do you have more whites, maybe not on the first five?

Mr. Prudhomme: No. He's the only one on the team.

Commissioner Rankin: That's the only one that can make it?

Mr. Prudhomme: He's the only one that really went out.

Commissioner Rankin: They really ought to go out more, oughtn't they, don't you think so?

Mr. Prudhomme: Well, besides that one, there were three others. But they had other things that they wanted to do so they just, you know, you know, just broke off playing basketball.

Commissioner Rankin: But music is an international language and athletics also, isn't that right?

Mr. Prudhomme: Yes.

Commissioner Rankin: If you can work together there, you ought to be able to work in other disciplines, don't you think so?

Mr. Prudhomme: Yes.

Commissioner Rankin: Maybe we're breaking down and making progress in these areas and it will spread over into other areas, am I correct?

Mr. Prudhomme: Yes.

Commissioner Rankin: I think so too.

To what degree do you think you represent the thinking of the student body in your school?

Mr. Prudhomme: Myself?

Commissioner Rankin: Yes. Your viewpoint is shared by about how many of the students, do you think?

Mr. Prudhomme: About half I'd say.

Commissioner Rankin: What I'm trying to find out, if you're representative of the student body.

Mr. Prudhomme: Yes.

Commissioner Rankin: The rest of you, would you comment on that?

Mr. Castellano: I'm ninth president at Cole. And I suppose right now I'm giving my own opinion, but I think a lot of my friends feel the same way as I do, that the situation at Cole has improved over the months.

Commissioner Rankin: And the majority of the students recognize this and would agree with you on that?

Mr. Castellano: I believe so.

Commissioner Rankin: Bryan, would you say the same thing?

Mr. Tooley: I really can't say. I'd say about, you know, because that's their opinion and what they think. And I'd say pretty many agree with what I say, you know, there are people's viewpoints always can't be just alike and they always are different. I'd say about pretty many people, though.

Commissioner Rankin: I guess that's close enough. Thanks.

Chairman Flemming: Commissioner Freeman.

Do you want to comment on that last question?

Mr. Flores: I didn't hear it.

Chairman Flemming: The question was whether you feel that the views you have expressed represent the views of quite a number of your . . .

Mr. Flores: No.

Chairman Flemming: Friends and associates and so on? You feel that the answer is no?

Mr. Flores: (Nods his head.)

Chairman Flemming: Okay.

Commissioner Freeman.

Commissioner Freeman: Well it has been said that the children shall lead them. We cannot get to know each other unless we work together. I just want to say thank you, because you have really made a contribution to this hearing.

Chairman Flemming: Commissioner Ruiz.

Commissioner Ruiz: Bryan, what classes do you like best?

Mr. Tooley: Art, typing.

Commissioner Ruiz: How's lunch?

Mr. Tooley: Lunch, yes, the best one. I like social studies a lot. I like most all my classes, really.

Commissioner Ruiz: Isn't there some subject that you don't like?

Mr. Tooley: English. English is all right sometimes, the teacher we have in English isn't the greatest.

Commissioner Ruiz: Perhaps a little bilingual education.

Mr. Tooley: He didn't give us that much work really, which is kind of opposite of what we say. He doesn't really give us—he gives us work, but not the kind like past, oh, two or three years, we have taken English, but we haven't really learned grammar really good. We take in poetry and different things like that, but we haven't studied the grammar of language.

Commissioner Ruiz: Grammar is pretty hard, isn't it?

Mr. Tooley: Well, I don't know because I haven't had that much of it.

Commissioner Ruiz: What don't you like about school?

Mr. Tooley: Nothing much.

Commissioner Ruiz: There's nothing right?

Mr. Tooley: Nothing wrong.

Chairman Flemming: He has a positive approach.

Commissioner Ruiz: I didn't put the comma in between my grammar. Joni, what classes do you like best?

Get near the microphone, I want to hear you.

Ms. Flores: Well, I like all of them except for my journalism class.

Commissioner Ruiz: You don't like journalism?

Ms. Flores: No.

Commissioner Ruiz: And you like the rest. What classes do you have other than journalism?

Ms. Flores: Well, I have English, social studies, math and art and an assistant.

Commissioner Ruiz: And a what?

Ms. Flores: An assistant, for gym. That's where you help the teacher.

Chairman Flemming: Serving as an assistant to the teacher.

Commissioner Ruiz: Are you serving as assistant to the teacher?

Ms. Flores: Yes.

Commissioner Ruiz: What do you assist the teacher doing?

Ms. Flores: Well, sometimes I file papers for her. I get games started between the girls in gym.

Commissioner Ruiz: How large is the council, the student council?

Ms. Flores: There's about 12.

Commissioner Ruiz: About 12.

Ms. Flores: Yes.

Commissioner Ruiz: Are there any Chicanos on the student council?

Ms. Flores: There's one.

Commissioner Ruiz: There's one?

Ms. Flores: Yes.

Commissioner Ruiz: And the rest are all white?

Ms. Flores: The rest are all whites, yes.

Commissioner Ruiz: There are no blacks either?

Ms. Flores: No.

Commissioner Ruiz: Why?

Ms. Flores: I guess because none of them really want to get into student council.

Commissioner Ruiz: Now, why don't they feel like they want to be on the council, what's the reason?

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Ms. Flores: Well, my reason would be that some of them probably don't think it's really their school.

Commissioner Ruiz: I'm sorry, I didn't hear you, why?

Ms. Flores: Because some of them probably think that it's not really their school.

Commissioner Ruiz: Do you feel that way about it?

Ms. Flores: Yes.

Commissioner Ruiz: Why don't you feel it's your school?

Ms. Flores: Because like in one of my classes, you know, my journalism class, they have given all the whites the higher, like the top editors and stuff like that, and we get leftover the ones that nobody has.

Commissioner Ruiz: When you say "they have given them," who do you mean by "they have given them the top?"

Ms. Flores: The teacher.

Commissioner Ruiz: Are all the teachers mostly black or white or Chicano?

Ms. Flores: White.

Commissioner Ruiz: How many black teachers are there?

Ms. Flores: There's about 3.

Commissioner Ruiz: How many Chicano teachers are there?

Ms. Flores: About one.

Commissioner Ruiz: About one?

Ms. Flores: Yes.

Commissioner Ruiz: How many teachers are there altogether?

Ms. Flores: Oh, I don't know. I guess about 29, I guess.

Commissioner Ruiz: Around 20 or something like that.

Ms. Flores: Yes.

Chairman Flemming: 29.

Commissioner Ruiz: 29.

How many others—I believe you said that the kids mix up best in the medium classes.

Ms. Flores: Yes.

Commissioner Ruiz: What's the difference between a medium class and a low class, or a bottom class?

Ms. Flores: Well, the bottom classes, they teach lower than the medium.

Commissioner Ruiz: They teach what?

Ms. Flores: Slower.

Commissioner Ruiz: And mention a low class that's taught, what do you call it?

Ms. Flores: The low classes?

Well, them are the ninth graders that are in like classes with seventh graders.

Commissioner Ruiz: What do they teach you?

Ms. Flores: They teach you seventh grade work.

Commissioner Ruiz: I see.

Chairman Flemming: Are you finished?

Commissioner Ruiz: I'm finished.

Chairman Flemming: Commissioner Freeman a few minutes ago expressed my feelings. This Commission really appreciates your willingness to come here to share with us as frankly as you have your point of view and your experiences that you're having. So often as we deal with issues of this kind we lose sight of the persons who are really involved, and you are.

It is going to be a great help to us as we take a look at these issues all over the nation and have the opportunity of reviewing as well the testimony that you have given here today.

We want to thank you very, very much for coming and for what you have said. Best wishes to all four of you. Thank you very, very much.

The next witness is scheduled at 12:40, so I'm going to declare a 20-minute recess. We will resume promptly at 12:40.

[Recess.]

Mr. Glick. The next witnesses are Dr. Francisco Rios, Chairperson, CEC Bilingual-Bicultural Monitoring Committee; Dr. Donald Schmidt, who is Chairperson of the initial Community Advisory Committee; and Carlos Saavedra, who is Executive Director of the Bilingual-Bicultural Educational Department of the Colorado Department of Education.

Gentlemen, will you please stand and be sworn.

[Whereupon, Dr. Francisco Rios, Dr. Donald Schmidt, and Carlos Saavedra were sworn by Chairman Flemming.]

TESTIMONY OF DR. FRANCISCO RIOS, CHAIRPERSON, CEC BILINGUAL-BICULTURAL MONITORING COMMITTEE; DR. DONALD SCHMIDT, CO-CHAIRPERSON, INITIAL COMMUNITY ADVISORY COMMITTEE ON HOUSE BILL 1295; AND CARLOS SAAVEDRA, EXECUTIVE DIRECTOR, BILINGUAL-BICULTURAL EDUCATION OFFICE OF THE COLORADO DEPARTMENT OF EDUCATION

Chairman Flemming. We are very happy to have all three of you here with us.

Mr. Glick. Beginning with Dr. Rios, would you please each identify yourselves by name, address and occupation for the record.

And could you pull the microphone up a little bit closer to you, Dr. Rios.

Dr. Rios. I'm Francisco Hernando Rios. I live on Locust Street, a professor at the University of Denver.

Mr. Glick. Dr. Schmidt.

Dr. Schmidt. I'm Donald Schmidt, I live at 2076 South Madison Street in Denver, and I'm a University Professor of Spanish.

Mr. Saavedra. I'm Carlos Saavedra, of 931 South Nome in Aurora, and I'm Executive Director for the Bilingual Department of Education for the State Department of Education of Colorado.

Mr. Glick. I would like to begin with Dr. Rios.

Dr. Rios, you are the Chairman of the Bilingual-Bicultural Monitoring Committee of the Community Education Council.

Could you describe for us some of the things that your committee found and reported on in this report that I have, dated January 9th, 1976, the main features of your report which went to the—it went to Dr. Mitchell and was distributed by him to all of the members.

Dr. Rios. Well, the first thing I would like to say is that we found the resources room model that is used by the public schools in Denver as being pretty inadequate for teaching according to the precepts of Bilingual-Bicultural.

Mr. Glick. Could you just describe for the commissioners, explain what you mean by Resource Room Model, Dr. Rios?

Dr. Rios. Well, what happens in the whole system is that there is a resources center that provides, presumably provides materials and help to the individual schools. Within each individual school there is a center staffed by bilingual teachers and bilingual aides, and these people gather materials, prepare materials, and they visit individual classes and teach there for a few minutes, and sometimes the teachers from the regular classrooms will bring their students into the bilingual resources room for a particular unit or lesson.

In most cases it is just a matter of a few minutes, sometimes as little as five minutes. And by this method the children are not going to learn bilingually or biculturally.

Mr. Glick. Would you summarize for us the major findings beyond the resources room in the report?

Dr. Rios. We found that in the area of in-service training that the methods need to be improved. There was still dissatisfaction on the part of some teachers who feel that they don't have enough in-service training yet in order to properly implement a bilingual program in their schools. And if I can corroborate this with another report, that has not yet been made public, but it is a report that has been submitted to the schools on the bilingual situation.

There aren't enough guidelines. There isn't enough in-service, and one quotation in this report reads, "I wish they would tell us what they want rather than tell us to do our own thing." So that the teachers in the schools don't have enough direction insofar as what they are supposed to do in this school insofar as curriculum.

As far as the staffing is concerned, we found this to be inadequate, too, both with regard to "bilingual resources teachers" and with the aides. I think of one school where both aides would not make one good teacher. One aide, one bilingual aide was not bilingual. The other aide did not have a high school education and felt she could not teach any subject matter. The two of them together worked with the bilingual resources room teacher, and it took the two of them to do the job of one.

In another case one of the former Spanish teachers, presumably who was working in the bilingual school, has very inadequate Spanish, and this is a school that has a large population of Spanish-American children and a more thorough knowledge of Spanish culture, history, this sort of thing, is necessary. And we found this to be lacking also.

Probably the most critical area is that of evaluation. Everyone is very—many people are very free to evaluate bilingual education, and they are doing this on the basis of gross ignorance for the most part.

You have to know what bilingual education is, what it is supposed to do, whom it is supposed to benefit, and you have to give yourself a number of years for evaluation.

The Denver public schools have failed in many respects. They have not only failed the Chicano kids, they have failed everyone, as has been pointed out this morning.

Mr. Glick. Could I interrupt to ask you if you found that the Denver public school system had a well-defined description of the Bilingual-Bicultural program and what its objectives were and whether the system has some goals for the Bilingual-Bicultural Program?

Dr. Rios. We had a great deal of difficulty on the Community Education Council. We had a great deal of difficulty trying to get any written guidelines from the schools. We said so in our report, and we asked several times if we could get a plan, written guidelines and some goals for the Bilingual Education Program in the Denver Public Schools, and we weren't able to get that.

This corroborating report also points out the same thing, that there needs to be greater goal clarification, and there needs to be some written guidelines. The people out there in the field, the teachers are working hard and they are totally committed to the program for the most part, but it is all on their own effort; they don't know what they are supposed to be doing. They are not getting a proper direction from the central administration.

Mr. Glick. All of these issues are itemized in the report.

Dr. Rios. Yes.

Mr. Glick. Mr. Chairman, I would like permission to introduce the report of the Community Education Council, dated January 9th, 1976, into the record as Exhibit 16.

Chairman Flemming. Without objection, it will be entered in the record at this point.

[The document referred to was marked Exhibit No. 16 for identification, and was received in evidence.]

Mr. Glick. Do you think that there are known and defined measures which could be taken to improve the Bilingual-Bicultural program in the Denver public schools as of now without further funding, without anything else?

Dr. Rios. I don't understand what you mean by "known measures."

Mr. Glick. Well, has anyone defined, all the weaknesses have been defined, but have any affirmative suggestions been made for improving the program?

Dr. Rios. I think affirmative suggestions have been coming forward from a number of people, a number of community groups in Denver. There are a number of groups involved in education and Mexican-American Community Groups who have suggestions; and they have been making these suggestions over the last few years as the record of the Community Education Council will show.

Those recommendations have not been taken into consideration, and they certainly have not been put into effect.

Mr. Glick. Thank you, Dr. Rios.

I would like to turn now to Dr. Schmidt and preface my question by stating that last year, as we heard from Speaker of the House Valdez yesterday, the Bilingual-Bicultural Education Act was passed in Colorado, which required that under certain circumstances there be bilingual-bicultural programs in the schools; and Denver would fall within the category of cities or educational systems in which a program of that nature would be required.

One of the aspects of the bill that was passed by the legislature was that community councils be established to advise on programs which were devised by the school districts and submitted to the state for approval.

Dr. Schmidt, you served on the Denver Committee, the Advisory Committee on Bilingual-Bicultural Education. Would you describe the process by which this Committee was established and what its function was.

Dr. Schmidt. Very well. The Committee that I co-chaired was formed at an election—

Chairman Flemming. Could you talk into one of the mikes, either one?

Dr. Schmidt. Okay.

The Committee that I co-chaired was formed on the basis of an election that was held at the Greenly Elementary School on November 14th, 1975.

There is a little background to that election, however, which puts the role of our Committee into a little different perspective on the development of the proposal, and what I mean by that is this:

Prior to the election of this Committee, the Denver public school system had prepared three different proposals to comply with H. B. 1295, and as a result, what we were faced with when we were elected was a kind of finished product of which we had 72 hours to respond.

Our charge on the 14th of November was to meet on the 17th of November, which was the following Monday. We were elected on Friday. We were to meet on Monday to give our reactions to the proposal, make any suggestions or revisions we wished to make, and then our written comments on the proposal.

We felt that this was grossly inadequate time to digest the proposal in its complete form, plus supporting data.

At any rate, we began our activities on that Monday. We managed to lobby ourselves a little extra time with the system to give a slightly more—give somewhat more attention to the program than we were allowed to do initially.

I would like to say that that particular situation developed from what I frankly can only conclude is indifference on the part of the school district toward community input, because the state statute very clearly specifies that such a committee must be formed, it must be formed 45 days prior to the submittal of the proposal to the state from the district, and that that proposal may not be approved by the state until it bears the approval and/or comments, written comments of the Committee members.

Clearly we—no great priority was given to complying with H. B. 1295, or else we would have been elected substantially before to November 14th.

I also must say that the seriousness with which the district takes the community input, or at least reflected through this Committee, is further questionable, I feel, through some other facts.

For instance, when we signed off on this proposal after we had made some substantial revisions in it, we signed off on it November the 21st. It was then altered in a way in which we felt was extremely important by the administration in order to fulfill what they felt was the best proposal format. We were not informed of that change until we discovered it sort of by accident ourselves. We also requested a meeting with the school board members prior to their December 18, 1975 meeting to discuss our concerns about the proposal. The school board president declined to respond to our request in any way whatsoever

Even though the school board was aware of our concerns at its December 18 meeting, there was no request whatsoever for any input from our Committee.

At the same time, at that same meeting, Mr. Aguayo pointed out or reminded the school board that whatever materials that they might add or alter in the proposal would need to be brought back to our committee before those materials could be passed on to the state; and in fact, the board did add an addendum proposal by Mr. Hackworth, whose import is still a little unclear to the members of the Committee.

And in spite of the comment that Mr. Aguayo had made to them, the school board made no effort to bring the proposal back to the Committee for its comments, approval, nor reactions, nor did they attempt to explain to us.

Mr. Glick. Would you identify Mr. Aguayo, please.

Dr. Schmidt. He is the supervisor of the bilingual-bicultural education of the Denver public school system. His office is at 1150 Levine, Greenly Elementary School. I think there are other ways in which the school district has displayed not only an indifference to the inputs of this Committee, but also a lack of enthusiasm, to put it mildly, for this program as such, or bilingual education in principle.

Some of the things that I would quickly cite to show that are that when the district conducted its original survey at the beginning of this academic year to identify potential participating students in a program that we were going to offer the state, there was, so far as I know, no effort made to explain adequately the program, its objectives, its methods, and so forth, to the parents of the potential participants. I think also that it is important in this light that the district is currently conducting a reassessment of need, and at this time greater effort is being made by the district to communicate with the parents of potential students. But unfortunately, it is a rather belated effort.

Also, when they conducted its first survey, there apparently was no effort to counteract the negative tone of the state student census instrument. There is a questionnaire which the state has provided and this district is using; and it has a number of features which are negative and therefore call into question in our Committee's viewpoint at least the objective validity of the results.

MR. GLICK. Dr. Schmidt, would you define and describe what kind of negative factors in the pupil survey instrument?

DR. SCHMIDT. Certainly. For instance, in Part 1, which is to be filled out by the teacher with assistance, using bilingual staff if possible—I'm quoting from the form itself, Question No. 1 says, "Is the student's inability to participate due to linquistically different skills?" I think the identification of the student as having the inability rather than the school program as being insufficient to respond to the student is one negative characteristic. It already describes the student as inadequate. It says can these linguistically different students—and it gives you ways to define them. I think the term "linguistically different" is an unfortunate term at best, because we are suggesting by this term that there is a norm by which a student ought to respond and in fact is therefore somehow substandard because he or she doesn't happen to match that norm.

And again, that same terminology is used in Question Number 7, it says, "Is your child exposed to an environment of different customs and conditions?" I realize there are well-meaning intentions behind trying to come up with terms to cover the issues at stake, but I think this is not a very good term to use, although it is in the state statute, which I also think is unfortunate.

Then you have two options which you can sign as a parent and one of them says, "I believe that my child is culturally different and has linguistically different skills."

Again, I would cite that as a type of categorization that a great many parents would be reluctant to put on their children.

And furthermore, those who choose the second option, that is to say, that your child is not linguistically different nor culturally different, but you would like your child to participate in a program anyway, I think that the number of persons positively disposed to answer yes on that is somewhat mitigated by the fact that after you look at what option one represents, you can really only conclude you are dealing with a program very similar to a special education program. The inferiority is built in and therefore who wants to put your kid in a situation for less than average potential.

So those are the reasons why I categorize this as negative.

Mr. Glick. Do you think, Dr. Schmidt, that the use of those kinds of questions and descriptions would in fact result in an undercount?

Dr. Schmidt. Yes.

Mr. Glick. —of the children who may have some need of the program?

Dr. Schmidt. I definitely think so. I think it is instructive to note that the Spanish surnamed parents on the Committee that I co-chair in fact chose the option that says I'd like my child to participate anyway, precisely because it seemed too negative to categorize them in Category 1.

And I cite that as evidence of the sentiment of people who looked at it. And I myself felt the same way in reading it over the first time.

Mr. Glick. Dr. Schmidt, I'd like to proceed now with Dr. Saavedra, if I could, because we are severely limited by time.

Commissioner Horn. Excuse me, could we get that for the record, Counsel, is it already in the record?

Mr. Glick. We can enter that in the record.

Chairman Flemming. Without objection—how are you going to identify the document?

Mr. Glick. Identify Exhibit 17 as Colorado Department of Education Bilingual and Bicultural Assessment Checklist of September 1975. This is a state-prepared document, but the one used by the Denver public schools.

Chairman Flemming. Without objection, that document will be entered in the record at this point.

(The document referred to was marked Exhibit No. 17 for identification and was received in evidence.)

Mr. Glick. Now, Dr. Saavedra, how long have you been Director of the State Bilingual-Bicultural Program?

Mr. Saavedra. Since the 22nd of September.

Mr. Glick. I would like you to tell about your previous educational experience, I know in Albuquerque, so as to establish your credibility, Dr. Saavedra, as a specialist in bilingual education.

Mr. Saavedra. Just in Albuquerque or prior?

I worked with the Albuquerque public schools for 25 years, but since 1969 I was the initial Director for Bilingual Education for the system under a demonstration project under Title VII.

Mr. Glick. So that you had some six years of experience in directing the Bilingual-Bicultural program in Albuequerque.

Mr. Saavedra. Seven.

Mr. Glick. Seven years.

Dr. Saavedra, you have reviewed the program submitted by the Denver Public Schools that Dr. Schmidt has been describing.

What was your reaction to that program?

Mr. Saavedra. My reaction to the program was there was no program at all. It had a lot of words, a lot of statistics, a lot of something that was out there somewhere, and it really wasn't a program designed to meet the needs of children, especially children with linguistic and/or cultural differences.

As Dr. Schmidt has pointed out, with the resources room concept, it would bring the kids to an area and have something about something, maybe a tortilla making session, and they spoke a few words in Spanish, and back they went to the rest, which I think in the long run would be much more detrimental to children, not only because they were getting token recognition about their culture or whatever, but because they have already been labeled different, and like any compensatory, you know, they have got a label, they have to take them somewhere because they can't learn in a regular classroom.

Mr. Glick. How would you define the terms that are used in the proposal of linguistically or culturally different?

Mr. Saavedra. Well, I, too, am not very happy, although I must take blame for the survey checklist. I didn't write it myself, but since I accepted the position, I have to take the blame for it. Since then we have tried to change it and I have got a different one. I think the intent of the law was—and unfortunately it is a matter of semantics—what they wanted to get to was a language difference or a life-style difference. What they really are trying to pinpoint is the real problem, that a lot of these children, while they may not be bilingual, whatever, they do not function in the language, they do function in an environment that is different, but when they come to school they know English, but only surface English, what we call functional English, where they can communicate their necessities, but to receive instruction, they don't have enough depth in the English language.

And I think this is really what was intended to discover so that we could strengthen.

Mr. Glick. You have not approved Denver's plan, but is it still under consideration?

Mr. Saavedra. It is still under consideration.

Denver, in all fairness to Denver, they have—are putting it together. I think they will be coming out with a quality program and they know we don't buy their resources room concept. I can't. I think that they are now making an honest effort to identify these children.

Mr. Glick. Dr. Saavedra, one last question: you have reviewed and approved plans from a number of districts in Colorado. Can you tell me—what are the elements that you look for in an acceptable plan?

Mr. Saavedra. An acceptable plan is one that, first of all, has as much well-balanced staffing as possible, because this is what we are talking about, people with the capabilities to carry out such a program, and that the program is an integral part of the total curriculum, and not an appendage to the curriculum.

Mr. Glick. I have no further questions.

Commissioner Horn: Before we leave this witness, could we get your new version of the checklist that you referred to in answer to Counsel's question into the record to make a complete record?

Mr. Saavedra. I can send one down, yes, sir. But it has not been approved by the state board yet.

I have only developed this new instrument, and have submitted to them for approval, and will come up at the next board meeting.

Commissioner Horn. Let's leave the record open if we could.

Chairman Flemming. After the board has acted on it, if you could make a copy available to Counsel so that we could include that in the record at this point.

Mr. Saavedra. Yes, sir.

Now, the board is scheduled to meet the fifth of March, at which time they will take action on the new revised checklist.

Chairman Flemming. Commissioner Ruiz?

Commissioner Ruiz. There has been a great deal of Federal monies expended in bilingual educational programs by the United States Government; financial assistance for bilingual educational programs, and the hundreds of millions of dollars.

I noticed from the testimony that we are apparently not getting proper direction from the state central administration here, and our city fathers.

Now, the Federal Government has a definite policy in bilingual education. We have the Bilingual Education Acts of 1968 and 1974 for funding and developing bilingual programs. Federal funds are given to the state for purposes of education; and you know the case of Lou v. McNichols lawsuit ties in, Title VI of the Civil Rights Act of 1964, with your education code.

Now, I'm just going to inquire as to what efforts have been made with relation to tying up these problems, local problems, with what the Federal Government has set forth in many rules and regulations, and through its various departments on specifically the subject of bilingual educational programs.

Mr. Saavedra. All right, sir. I would like to respond to that. I'm sure my colleagues here would like to respond to that since they have lived here longer than I have. Let me say that I may be new to the job. but I'm not new to Colorado; I have been very interested in Colorado for many years, and Denver does not now have a bilingual program, and has never had a bilingual program. They have had a program with the name bilingual on it. Why the Federal Government hasn't taken action is like every other Federal program. They have all these high-sounding programs out there and then they are understaffed so that they can't adequately monitor them, and when they do monitor them, they seem to think that crumbs are better than nothing, so let them keep the crumbs.

This is typical Federal—

COMMISSIONER RUIZ. Allow me to interrupt you just a minute, because this is very important.

You ask why the Federal Government hasn't taken action. Now, if you will read these regulations and rules, the Bilingual Education Act, the initiative, the solicitation, the petition has to come not from the Federal Government, from the people that are interested in bilingual education in designing programs, et cetera.

MR. SAAVEDRA. Yes.

COMMISSIONER RUIZ. The application has to come from them.

Now, what has been your experience in that?

This is what I'm trying to find out, have you tried it and been denied?

MR. SAAVEDRA. In Colorado?

COMMISSIONER RUIZ. Yes.

MR. SAAVEDRA. Or in Denver specifically?

COMMISSIONER RUIZ. In Denver specifically, and generally in the State of Colorado.

MR. SAAVEDRA. Well, generally in the State of Colorado, a dozen proposals were rejected last year, we only accepted seven. And in Denver, I don't know what their experience, I couldn't speak for them. I know that they have submitted and they have been funded, this year they are funded to the tune of $720,000-some, specifically for bilingual education, which I, had I read that program, I would not have accepted it because of the resources concept in it in the name of bilingual education.

We can call it anything else but bilingual education, and it is contrary to Federal guidelines that prohibit the identification and segregation of the students.

COMMISSIONER RUIZ. Wouldn't you gentlemen be the ones that, pursuant to Title VI of the 1964 Civil Rights Act, calling for affirmative action, be the ones who would be complaining to the proper Federal department for lack of compliance? Has that been done?

MR. SAAVEDRA. I think, if you check the record, there is no lack of complaints. There has been lack of action.

COMMISSIONER RUIZ. Lack of Compliance.

MR. SAAVEDRA. I said there has been no lack of complaints to the office. But there has been lack of action from the office.

COMMISSIONER RUIZ. There have been complaints made, then.

MR. SAAVEDRA. I'm sure there have been before I came. I know I complained when I got here.

COMMISSIONER RUIZ. Well, I mean, was there an official complaint of some kind? I'm trying to find out, I'm trying to help you in order to tie this in with what is available. I'm most unhappy myself, and I can see that you gentlemen are most unhappy with what is taking place here.

Now, is there a legal aid society, do you have counsel, do you have attorneys who can take and utilize the facilities that are available to you in order to get at this problem that's bugging everyone?

Have you utilized those or have you just complained and said, "I'm unhappy. I wish something would be done about it."

Mr. Saavedra. Well, I haven't, personally. My contact with the office was that I didn't feel they had a bilingual program, and they should look into it.

Of course, Title VI did, they monitored and came out with the answer that I thought they would come out with. I don't know, maybe these other gentlemen can answer that if they know of any written complaints.

Commissioner Ruiz. Yes, will you answer the question, please?

Dr. Rios. Well, I can't speak to any of the Federal programs, but I can say that on the basis of our efforts on the Community Education Council, there have been a number of official complaints registered by means of our Committee reports.

I've been on this Committee since June. But I read over the complete file from the year before, and there is a steady stream of complaints about the lack of a Bilingual program in the Denver Public Schools.

This is all authenticated and part of our record on the Community Education Council, and as Mr. Saavedra says there has been no lack of complaint.

Commissioner Ruiz. Well now, these complaints that you talk about—pardon me for interrupting you. I'll get right back to it—are the same type of complaints that finally develop into class actions and in our particular desegregation cases developed into our court order.

Complaints, unless you do something about them, oftentimes get noplace. There are jurisdictions in other parts of the Southwest where these complaints on affirmative action are beginning to be requested for, that is to say, petitions are being made to Federal courts for lack of compliance, violations of the Civil Rights Acts, et cetera.

Is there anything under way, is there any incipient organization of dissatisfied people in any fashion getting together in order to use some muscle?

Dr. Rios: What we hope to do on the CEC was educate people on the fact that they could take this same sort of action themselves. The court was not in business of running the schools, the CEC was not in business of running the schools.

We were there to monitor the schools. We hoped that the parents, the public would get into this and file the complaints instead of us.

I'm speaking only from the city perspective and from the perspective of the Community Education Council. We were trying to get other people to replace us, to go into the schools and demand things that we could not demand because we were part of the court.

Commissioner Ruiz. What is your opinion, sir, the second party there? I wasn't here when you—

Dr. Schmidt. Are you addressing me?

Chairman Flemming. Dr. Schmidt.

Commissioner Ruiz. Thank you very much.

Dr. Schmidt. Of course, the committee that I co-chair is exclusively concerned with the state funded program or the proposal for that. It ties in with the program that is presently in place in the Denver Public School System under Federal funding and it ties in in this regard: what Dr. Rios and Dr. Saavedra have already mentioned is I think generally recognized as true; that the program that is presently in place is not a real bilingual program at all, bilingual-bicultural program at all.

And it lends itself then to a lot of criticism of bilingual-bicultural education as such, and opponents of bilingual-bicultural education in this community have taken advantage of that.

I understand you are already familiar with a critical report of the Del Pueblo Elementary School program. But that report as well as the program it presumes to evaluate, bears very little relationship when conducted in a full-fledged, full-time manner.

So our Committee, in reviewing the Denver Public Schools' original proposal for state funding, insisted, as a kind of minimum feature of the proposal, that it be a full-time program beginning at the kindergarten level rather than a program which would attempt to serve four grade levels with only one teacher, and hence be a replication of the Federally funded program, and hence be a program which contains its own defeat built into it.

We were, after long, hard lobbying, finally able to get a statement to that effect in the proposal.

Dr. Saavedra has mentioned, there are many things about the proposal, even yet, which are questionable, but at least that particular statement is in the proposal. We insisted that it be there.

I think that it frankly amazes me. I was just reading over the ESSA proposal, the ESSA proposal that has been approved for next year, and so far as I can tell, the resources teacher model is still being used, with the Federal funds are being used to support that program.

I think that the inadequacy of that approach is sufficiently widely recognized that I find it frankly mindboggling that it continues to be the format used in this system. I cannot believe a system which genuinely wanted to succeed in the area of bilingual-bicultural education would countenance that particular approach. I find that just beyond my imagination.

Chairman Felmming. Going back to your earlier question, I'm going to request the Counsel to gather from the various sources where the information would be available, information as to the number of applications over a period of the last two years filed by either the State of Colorado or by jurisdictions within the State of Colorado for support under the Federal legislation, and then a statement of the actions taken on those applications, the number approved, the amounts they were approved, and the number disapproved.

Likewise, I'm going to request that we make an official contact with the Office of Civil Rights in the Department of Health, Education, and Welfare, probably through the regional office, to determine the number of complaints that have been filed in this year under Title VI, and what the disposition, if any, has been of those complaints.

That information is all available through the appropriate Federal office. And I think we ought to bring it together and make it a part of the record at this particular point.

COMMISSIONER RUIZ. At this particular point also I would like to have inserted—and we already have a model for it in our "Better Chance to Learn Bilingual-Bicultural Publication 51", May, 1975—the Bilingual Education Act, reference to the programs, et cetera, and more particularly, Chapter 3.

CHAIRMAN FLEMMING. Do you want that inserted in the record at this point?

COMMISSIONER RUIZ. Yes. And the conclusions.

CHAIRMAN FLEMMING. Without objection that will be inserted in the record at this point as Exhibit No. 19, I think.

(The document referred to was marked Exhibit No. 19 for identification and was received in evidence.)

COMMISSIONER RUIZ. With respect to Dr. Saavedra, when I first came in, he was discussing something with relation to the transitional period where the child develops from a bilingual education to some sort of a control of the English language.

Is that a part of what they want to know in this seeking of a design for bilingual education, because that changes. It depends. It—

MR. SAAVEDRA. Were you addressing me, sir?

COMMISSIONER RUIZ. Yes.

MR. SAAVEDRA. Could you restate your question?

COMMISSIONER RUIZ. In this design and in seeking cooperation and the lack of cooperation because you haven't designed what they feel is a proper bilingual-bicultural program, is one of the questions from a funding point of view or whatsoever, the fact that you cannot ascertain how long the transitional period from monolingual Spanish to English takes place?

MR. SAAVEDRA. Well, under the present setup, it would never happen simply because the children are not exposed. One of the purposes for bilingual education is that we teach the skills and concepts in the dominant language of the child so we don't retard him academically. When they bring him to a resource room concept where they have ten minutes of something, that doesn't teach him none of the cognitive domain there, nor is he identified—it is just a piecemeal sort of thing.

I think that this would tend to retard them more than to enhance their learning abilities.

COMMISSIONER RUIZ. I think maybe one of the solutions, Mr. Chairman, will be the one suggested by the Chair to the effect that obviously there have been many applications made for funding and there seems to be a general resistance, not only in the local community but statewide as well; might focus attention upon the specific issue that is causing this log to work.

Chairman Flemming. Thank you.

Commissioner Horn. Doctor, I was interested in your comment that the Spanish-speaking child often knows only surface English but does not know enough to receive instruction in English.

I'm not quite clear and I wonder if you could briefly summarize in perhaps a paragraph how successful we are at this point in determining whether a student can conceptually think in English if he comes from a Spanish-speaking background.

I think your point is that sometimes he can speak very well, he seems to functionally be able to get along. Yet he can't receive instructions and he can't make the connections that instruction requires in English. Could you elaborate on that.

Mr. Saavedra. They give the illusion that they can function well in it, but only for communicating and purposes like, "May I go to the restroom?" "May I be excused?" And the magic "Please" and "Thank you" you know. I speak of my own children, of which I have six.

Now, the language at my home is Spanish, and my children do not begin to learn English until they go to school. Therefore, they have learned some surface English from their peers out in the playground, et cetera, and now and then they hear me say an English word at the home. But certainly they were not ready because they did not have the technical English necessary to receive instruction.

Therefore, their English vocabulary had to be built sequentially and deliberately so they may begin to receive instruction and start learning the concept and the skills necessary.

This is what I mean by functional English. Functional English are enough to say, like I mentioned, "Please" and "Thank you," "Excuse me, I need to go to the restroom," and possibly one or two words. But they think in Spanish. They think in Spanish, which is not the same as thinking in English.

Sometimes they get criticized for not having the proper grammatical structure. Yet if they look at it, it is properly grammatical structure in Spanish.

Commissioner Horn. Are you saying this is basically easy to diagnose at the early stage, and that we have the tools to do this and it is just a question of doing it?

Mr. Saavedra. No, we don't have the tools to do it with. There aren't any tests out there that really really could measure this. I think that we have a lack of this, we have a lack of development and norming instruments for the population we are serving.

Right now we have nationally normed tests of language proficiency, this, that, and the other, that have been normed for somebody else, but not the specific needs here.

Commissioner Horn: Are you or any of the other gentlemen of the panel familiar with any work being done in this area to solve that particular problem?

Mr. Saavedra: I'm not familiar with any but I am encouraging the fact that within the local districts that they start developing criteria and reference tests that reflect the curriculum that they teach, that reflect the life-style which really is a learning style of a child, both English and Spanish, and norm them for their districts. I am encouraging this but I don't know of any program—

Commissioner Horn: It seems to me, Mr. Chairman, that this is something the Commission might well approach the National Institute of Education to fund on a developmental basis, that these gentlemen are aware of this, dealing with the problem in the State of Colorado, that we have got a real gap in communication here.

Chairman Flemming. I would suggest that Counsel make sure that this particular item is called to our attention at one of our regular meetings to determine whether or not we would like to address a communication to the head of the National Institute on Education on this particular point.

Commissioner Horn: Thank you.

Chairman Flemming: We appreciate your being here. We appreciate your frankness in identifying the issues that exist in this area.

I guess I would sum up your testimony by saying that you feel that there is a lack of commitment to the objectives which you have identified, and I assume you feel that this grows out of some resistance to the objectives that you have identified.

I think we will want to explore those issues further, and certainly I know I speak for my colleagues when I say that we regard this as a very important and a very basic issue.

Of course, this is reflected in our previous reports as a Commission dealing with these issues.

Thank you very, very much.

Counsel, call the next witness.

Mr. Glick. Mr. Chairman, the next witnesses are three teachers, three resources teacher in the bilingual-bicultural programs. They are Katherine Acosta, Patricia Carpio, and Carla DeHerrera.

Chairman Flemming: While the witnesses are coming forward, may I again call attention to the fact that we have got a very tight schedule for the rest of the day. A half hour has been set aside for the presentation of this testimony and for questions. I feel that we should try to adhere strictly to that time allotment.

Would you please stand to be sworn?

[Whereupon, Katherine Acosta, Patricia Carpio and Carla DeHerrera were sworn by Chairman Flemming.]

TESTIMONY OF KATHERINE ACOSTA, FAIRMONT SCHOOL; PATRICIA CARPIO, WEST HIGH SCHOOL; AND CARLA DE HERRERA, GARDEN PLACE SCHOOL

Mr. Glick. Mr. Chairman, I will ask Assistant General Counsel Hartog to question the witnesses.

Mr. Hartog. Could each of you please state your name, address, and the school at which you presently work.

Ms. Acosta. Katherine Acosta, 4331 Wynadotte, Denver; Fairmont Elementary School.

Mr. Hartog. Thank you.

Ms. Carpio. Patricia Carpio, 3705 Teome; Del Pueblo Elementary.

Ms. De Herrera. Carla DeHerrera, 7440 Newman; Garden Place School.

Mr. Hartog. Thank you.

Ms. Acosta, before becoming a resources teacher at Fairmont, what other positions within Denver schools did you hold?

Ms. Acosta. In my first years of teaching I taught at Del Pueblo. I taught there a little over three years, starting in 1971. I then transferred to the non-English segment of the diagnostic center, and finally in my position I started in September of this school year as a bilingual-bicultural resources person.

Mr. Hartog. Thank you.

There is presently a bilingual-bicultural educational program at Fairmont. Could you please—who developed the program at Fairmont?

Ms. Acosta. Myself along with the input of some other teachers within the school.

Mr. Hartog. Was the program which you developed along with the other teachers formally endorsed by the faculty and principal?

Ms. Acosta. Yes.

Mr. Hartog. Do you have a copy of that proposal?

Ms. Acosta. Yes, I do.

Mr. Hartog. Mr. Chairman, at this time I request this document which is entitled "A proposal with Respect to Bilingual-Bicultural Education at Fairmont Elementary School," be inserted in the record as Exhibit No. 20.

Chairman Flemming. Without objection, it will be inserted in the record at this point as Exhibit No. 20.

[The document referred to was marked Exhibit No. 20 for identification and was received in evidence.]

Mr. Hartog. Thank you.

Could you briefly describe the goals and objectives of the program as stated in the document we just described?

Ms. Acosta. Yes.

Within the last school year, bilingual-bicultural was instituted at five elementary schools. We at Fairmont were viewing what was going on at these schools, and as a faculty we decided that we needed such a program at Fairmont because of the needs of our children.

A committee was organized and we drafted the proposal that has been entered as evidence, and presented it to Mr. Aguayo as a request for funding as a bilingual-bicultural school.

Basically what our proposal said was that we believed that the children at Fairmont needed a program that helped them to develop their self-concept. We felt that what we saw at Fairmont was that children who were in the middle of two cultures, they didn't know whether they were really Chicano or whether they were Anglo, because there had been no support in either one of those cultures for them.

We believed then, and still do believe, that if we could give the support and show them that being a Chicano was okay, in fact, it was fantastic, that we could help in this way in developing academic skills.

Another components of our program was to be the development of oral English language, and the final components was the development of a program for the monolingual child in our school.

MR. HARTOG. Could you briefly describe the program that is currently under way at Fairmont?

MS. ACOSTA. Yes.

The program at Fairmont is what we would term a multicultural program. The composition of the staff is such that we could not have a bilingual program. I am the only Spanish-speaking teacher in our school. We have several aides who are Spanish-speaking, but I am the only regular, full-time teacher.

What I attempt to do in the program is to teach teachers how to be multicultural in their regular school day program. I don't want it to be a program, we don't want it to be a program, where we take out a book for half an hour in the bilingual-bicultural and proceed from there and then close it. We try to make it a fully integrated program into our curriculum so that no matter what we are teaching or doing, there is the bicultural or multicultural aspect within that.

MR. HARTOG. Thank you.

How much time do you spend with the children in the course of your program?

MS. ACOSTA. I work with all, almost all the children in the school. I work—it ranges from a half hour to an hour a week with the children.

MR. HARTOG. A half an hour to a one on the average on a classroom basis with each child?

MS. ACOSTA: Right. I have to put in here that what I'm trying to do is not to teach the children, but to teach the teachers so that eventually I can leave my position, let's say within two years, leave my position and the teachers will be able to carry on what I was doing on their own.

My first concern, because I'm only one person, is that the teachers learn how to do this on their own without me, because I'm only one. I can't presume to affect all the children in the whole school, but I can presume to affect the teachers and that is where my emphasis is.

Mr. Hartog. Are there monolingual Spanish or non-English-speaking students in your school?

Ms. Acosta. Right. We have approximately 30 children, and I tutor the children in academics. We are fortunate enough at Fairmont to have a diagnostic teacher who works with—whose title is non-English. She works with the SL methods.

I tutor the monolingual children in academics, in Spanish, in English, sometimes in Spanish and English depending on the level of the child. We feel it is important that while the child learns English, that he not lose in the academic areas.

Mr. Hartog. Thank you.

Ms. Carpio, how was it that you became a bilingual-bicultural resources teacher at Del Pueblo?

Ms. Carpio. Well, in September of 1974 I was given a phone call and I was asked if I wanted to become a bilingual-bicultural resources teacher at Del Pueblo. I asked, you know, what will the resource teacher do. And at that time the principal was a little unclear as to what the position would be. But he said it would be working with the program that had been there previously, and I had always wanted to be in a bilingual-bicultural school, so I accepted the position

Mr. Hartog. Did you have time to consider the matter?

Ms. Carpio. A half hour, but I was very anxious to get into a bilingual-bicultural school, so I accepted immediately.

Mr. Hartog. Would you please describe the present program at Del Pueblo?

Ms. Carpio. At Del Pueblo at the present time we are working more on a bicultural emphasis because there are two resources teachers that are Spanish-speaking, but there is only one classroom teacher that is Spanish-speaking. The other teachers do not speak Spanish, so we have put our emphasis on more culture.

We team-teach with the teachers in each classroom in what we call a bilingual-bicultural period, and the time ranges from 15 minutes to a half hour a day, depending on the age level and attention level of the child. The resources teachers go in every other day, and we present the lesson, which is cultural, and we expose the children to some Spanish.

The next day, the regular classroom teacher is to re-enforce what we have done, and then we come in the following day. So we hit every child in the school approximately every other day.

We are also working with some non-English children, but this is in the pre-school level. The other non-English children, grades one through six, go to the diagnostic center for their ESL training.

I had had previously four students that I was working with in pre-school this week, two more were added. They are new students. So I now have six. We also work with a human development program which is aimed at enhancing the self-concept. This is 20 minutes daily for every child in the school, and every teacher has what we call a magic circle. The resources teacher and I every once a week have a day that is devoted to community visitations, and she and I are visiting the homes to encourage the parents to take part in the education of their children; also to encourage them to come to the school, to get actively involved in the education of their children.

We provide role models for the children in all types of different areas so that they are able to see Chicanos and other people in different type positions rather than always be exposed only to the teacher.

We also provide extracurricular activities such as we have an estudiante choral group, a Spanish language singing group. Last year we did have a Mexican folk dance group, but we were not able to implement this program this year.

We develop materials for the teacher; we aid in any way possible that we can so that they are able to function during that bilingual period in an adequate capacity. Some do better than others.

Mr. Hartog. To what extent does your program depend upon the cooperation of the teachers and of the principal?

Ms. Carpio. To a great extent, because how well we reach the children depends on them also, because if the teachers don't reinforce what we do, then they are actually only exposed to us every other day.

Mr. Hartog. The authority to have your programs, your suggestion carried out by teachers, resides in the principal, and you would then have to work for the principal?

Ms. Carpio. Right.

Mr. Hartog. Thank you.

Ms. DeHerrera, could you please tell us, describe to us the program that is presently operating at Garden Place?

Ms. DeHerrera. There are two resources teachers at Garden Place. Only one of us is bilingual. We both have a class schedule throughout the day. Mr. Gravel works with the fourth, fifth, and sixth for 40 minutes a day. I work with the kindergarten through third, approximately 30 minutes a day.

We have more of a cultural approach. We do not have a bilingual school.

Mr. Hartog. Are there monolingual children in your school?

Ms. DeHerrera. Yes we do, we have presently five. We started with 13. We have had a high mobility this year and because of the full schedule, my aides who are both bilingual work with them in Spanish and English.

Mr. Hartog. How much time—excuse me. What are the goals of your program?

Could you elaborate on that some more in terms of your personal experience?

Ms. DeHerrera. The goals of Garden Place School, which were set up by a committee of four included the child self-concept, the language development, and the community support and teacher in-services.

Mr. Hartog. Why are you a bilingual-bicultural resources teacher, and if you could explain to me how that relates to the program.

Ms. DeHerrera. When I was in the ninth grade I had always been in schools in New Mexico and I came to Denver in the ninth grade. I found when I got here that things were very, very different; and throughout, from the ninth grade on, I really felt prejudice for the first time in my life so far as openly seeing it, after being in New Mexico, and when I went to college I always wanted to be a teacher, feeling that when I could become a teacher, that I hoped I could help several of the kids overcome this self-concept.

Even now as a teacher I have felt prejudice and I always felt, well, what do our children feel if I as an adult and supposedly educated feel this in the Denver public schools, what do our children feel. This is one reason I became a bilingual-bicultural resources teacher.

Mr. Hartog. That is in fact what the program that is presently going at Garden Place in large part is aimed at?

Ms. De Herrera. Yes, we have it very highly concentrated on the self-concept.

Mr. Hartog. Have you noticed any positive results from the program, at Garden Place and if so, could you relate those to us?

Ms. DeHerrera. Teachers have commented to me that they have felt that the attendance has improved, that the attitude of the school has improved. One teacher came up to me and said, "The school has come alive since we have had the bilingual-bicultural program." The children feel comfortable, and also we have a lot of our community people coming in for our Christmas program.

We had over 450 parents come in. We had a fiesta last year and it was a parent-teacher project which we brought in over a thousand dollars. So the community has really been behind us.

Mr. Hartog. Thank you.

Ms. Carpio, could you briefly tell us about the language needs of the students in the kindergarten class and what programs there are at Pueblo to meet those needs?

Ms. Carpio. Well, in the kindergarten class we have children that are—some children that are monolingual Spanish-Speakers, speakers, and we have some children that are bilingual. Then we have the monolingual English-speaking children. We have three groups.

Presently, the children, all three groups, are using the same approach to be taught. We don't have a separate program for the monolingual Spanish-speakers or we don't have a separate program for the bilingual child. We do have a program for the monolingual English speaking child and the other two groups have to fit into that group.

Mr. Hartog. Thank you very much. No further questions at this time.

Chairman Flemming. Commissioner Ruiz?

Commissioner Ruiz. How do you teach a monolingual Spanish-speaking pupil in a class with pupils that speak two languages?

Ms. Carpio. Would you repeat your question, please?

Commissioner Ruiz. I think you set forth three types of students, monolingual, bilingual, and English-speaking, monolingual English-speaking.

Ms. Carpio. Right.

Commissioner Ruiz. I understood you to say you have the same program for all three, am I correct?

Ms. Carpio. Right.

Commissioner Ruiz. My question was: how do you teach a monolingual child that doesn't understand English in the same program that you teach a monolingual English child that doesn't understand Spanish?

Ms. Carpio. Well, he is learning to speak English, but he is not taught in Spanish. The kindergarten teacher right now is not a Spanish-speaking teacher.

Commissioner Ruiz. He is learning English by osmosis?

Ms. Carpio. He is learning it through the ESL program, English as a second language.

Commissioner Ruiz. English as a second language program instead of bilingual?

Ms. Carpio. Right.

Commissioner Ruiz. From your observation, is that the way it should be done?

Ms. Carpio. No. I think he should be taught his concepts and skills in Spanish while he is learning English.

Commissioner Ruiz. In that fashion, what happens if he is so taught?

Ms. Carpio. Well, he is being developed in his native language while he is learning English, because if he is only learning English, he cannot be taught concepts and skills in English because he doesn't understand the language. Therefore, he is more or less at a standstill until he learns English.

Commissioner Ruiz. Why is "concept" essential for learning?

By that I mean, can you describe for purposes of the record what is meant by a "cognitive" skill?

Ms. Carpio. Well, for example, in kindergarten if he has got to learn his number or the alphabet or his colors, and they are being presented to him in English and if he doesn't understand them, then he's not going to pick these up. If these three things that I mentioned are taught to him in his native language, which is Spanish, then he will learn them in his native language and he will learn them in English eventually, when he reaches that point.

Commissioner Ruiz. How long does the period of transition take if you have a proper program for a monolingual teacher?

Ms. Carpio. Well, I think that varies with the individual child. Some you will find will pick it up very quickly and some it will take a little longer.

Commissioner Ruiz. With those that discover and find it quickly, they immediately go ahead, don't they, with respect to the school program, general and regular program?

Ms. Carpio. Yes.

Commissioner Ruiz. Those that take a little bit longer don't get into this regular program until later on?

Ms. Carpio. Right.

Commissioner Ruiz. But in the end, they are learning substantive materials, that is to say, when they learn English, they can get into the substantive material category of regular programming?

Ms. Carpio. Right. But sometimes by the time a child of that nature is ready to read, he's already in the third grade. He is three years behind. And he still doesn't know how to read in Spanish because he's never been taught those skills. So that child is really at a disadvantage in both languages.

Commissioner Ruiz. Unless he has the proper training by bilingual-bicultural education training, I mean?

Ms. Carpio. Yes.

Chairman Flemming. Any further questions?

Commissioner Ruiz. No.

Chairman Flemming. Commissioner Horn?

Commissioner Horn. No questions.

Chairman Flemming. Commissioner Saltzman?

Commissioner Saltzman. No thank you.

Chairman Flemming. We appreciate very, very much your being with us and giving us your observations from the point of view of those who are really working at this at the grass roots.

I can assure you that the insights you have given us will be very helpful to us as we deal with this major issue as we see it in connection not only with Denver, but in connection with the administration of school systems in many other parts of the country.

Thank you very, very much for being here.

Chairman Flemming. I will ask counsel to call the next witness.

Mr. Glick. Mr. Chairman, the next witness is Dr. Louis J. Kishkunas, Superintendent of the Denver Public Schools.

[Whereupon, Dr. Louis J. Kishkunas was sworn by Chairman Flemming.]

TESTIMONY OF DR. LOUIS J. KISHKUNAS, SUPERINTENDENT, DENVER PUBLIC SCHOOLS

Chairman Flemming. We are very happy to have you here with us.

Mr. Glick. Dr. Kishkunas, may I ask you to identify yourself for the record, please?

Dr. Kishkunas. I am the Superintendent of Schools. My name is Louis J. Kishkunas. I live at 8572 East Oxford Drive, in Denver.

Mr. Glick. Mr. Chairman, Dr. Kishkunas apparently wishes to deliver a short statement. It is five pages, and that is at your discretion.

Chairman Flemming. We would be very happy to listen to your statement.

Dr. Kishkunas. Thank you, Mr. Chairman. Thank you for the opportunity to appear before you.

We have as a system come a long way since the initiation of the so-called Keyes case in 1969 up until this time, the winter of 1976.

As I look back—and I have been involved personally only since the summer of 1973—and I hear about the agonies of some of our sister districts around the country, I count my blessings, for we in Denver have kept our sanity as we pursued worthwhile goals by indirect means down an extremely unpopular road, that is the search for equality of educational opportunity by way of racial and ethnic balance in our schools coming as it did in response to a Federal court order. We are not there yet. I am sure there will be twists and turns in the road yet to be faced, that fate and maybe the court has some surprises in store for us.

Looking ahead:

We have at least one more major go-around in the District Court.

We continue to experience a decline in student population, although we believe that the rate is declining.

We are, as are other urban centers, experiencing a shift in ethnic balances. In both elementary and junior high school we now are a minority-majority school district.

We are deeply concerned about the maintenance of educational values. Concentration on the mechanics of court orders has caused us to lose valuable time which we must somehow now make up, while executing whatever orders the courts may still have in mind for us.

We are concerned about the maintenance of our hard-earned stability, about the continued peace in our schools, about the continued excellent morale and spirit of our students and staff.

We are concerned about the continued support of the community. This community has, by and large, supported its schools during their time of trial. Enough good will, enough trust earned over the years has existed in Denver to give us a chance. But as I have maintained before, all they have given us is time. We must somehow meet the challenges of the mid-seventies, all of them educational and legal. We do not intend, we have pledged not to offer excuses for lack of excellence, and there will be no excuses.

There are some bright spots:

This community seems to be holding to its commitment to peace.

We have maintained stability in the schools and hopefully stability will breed still more stability, just as surely as conflict breeds more of the same.

We have made educational gains, not enough. There can never be enough, but we are encouraged.

We have been there. Our staff knows how to cope with the endless detail of the mechanics of court orders. Nothing is so fearsome as the unknown, and we are confident, not foolishly so, but confident in our ability to cope.

We are constantly deluged with questions about our efforts under the court orders to desegregate, generally phrased to provide a happy contrast to something going on elsewhere. Why have we been so lucky, so different, in contrast to some of our less fortunate sister systems?

As I look back at it, and from my position, not trying to assign any particular weight to the items, but simply to point them out:

Denver is a city that arrived at its urban status relatively late. It is just not as old as some of the other cities. As a big city, the familiar urban blight is not as deeply rooted as it is in some of the other cities.

Size is a factor also. Certain problems are magnified by size. Maybe because of our size, our problems are still manageable.

There are some significant differences between Denver's citizens and those of other places, educational levels being just one example.

There are differences between the minority populations of Denver and some of the other cities. Our largest minority is Spanish surnamed. There are significant differences between the socio-economic levels and degree of acculturation of our minorities and those of other places. Ethnic traditions, churches, neighborhoods, jobs, et al., are not as deeply rooted in Denver as they are in eastern cities which were populated by waves of European immigrants in the late 19th century.

Civil rights leadership in Denver has by and large been meaningful.

The dialogue between the proponents and opponents of desegregation has generally been confined to civilized and acceptable modes of behavior. Neither side has sought to pit student against student, or to turn our schools into a battle ground.

That is not to minimize the depth of feeling on either side. We nave very often come to a face-off on occasion. But this community, on the evidence, has shown a maturity which does honor to it. All elements of our community deserve much credit for this.

Another key factor has been the professionalism of our staff, and it is something I take great personal pride in, to have been professionally associated with these people.

But probably most importantly, a lot of credit goes also to the direction given by our Board of Education. As deeply split as they have been in opinion about desegregation, they rose above it in defense of the education of our kids when, on May 10, 1974, they directed in their resolution 1769 that—and I will read the resolution:

"Whereas, the results of an appeal on the Order of the U.S. District Court on the Keyes, et al., vs. Denver School District No. 1, School Desegregation Case, will be indefinite both in terms of time and results, and

"Whereas, the implementation of that order of the District Court requires several months of advance preparation in order that the District may fully comply with the requirements of said order, and

"Whereas, it is in the best interest of the School District, the children of Denver, the faculty and the Denver community, to be fully prepared in advance to implement the Order of the District Court;

"Therefore, be it resolved, that the Board of Education instruct the Superintendent of Schools, Dr. Louis J. Kishkunas, and his staff, to do all in their power to make all necessary preparations both in terms of acquiring the necessary resources such as transportation, staff and necessary faculty, and in preparing this community to meet the orders of the Court in the spirit of full cooperation by mounting a city-wide campaign to inform the total community regarding the requirements of the court and by establishing adequate and effective training programs for all faculty and staff, and using all available means at their disposal for an orderly and humane implementation of the orders of the District Court so long as the order remains in effect . . . "

The effect of this resolution, which was passed unanimously, was to remove any haven, any respectability, any acceptance of any activity which might have been generated by those among us who might have been inclined to seek ways to frustrate the intent of the court order.

The response of the staff was magnificent dispite the fact that they, too, were of divided opinion. Despite the fact that those same orders required the transfer of some 50 principals and 700 teachers, equal proportions of school secretaries, clerks, custodians, lunchroom personnel and the like, causing serious personal inconvenience and the disruption, in many cases, of deeply rooted living and professional habits, they also rose above the petty, the trite.

Thus, for these, and other reasons, our experience in implementing an unpopular court order, while certainly something short of a pleasant experience, proved that in some places in this land these kinds of actions can be approached with calm and understanding, and peacefully.

As you can see, I am very proud of Denver. I'm very proud of the school system. I think Denver's record is second to none.

And now if I can answer any questions which you may have, how can I help you?

Mr. Glick. Thank you, Dr. Kishkunas.

In your statement today and in the speech that you made, sometime during the winter, you indicated that the process of desegregation had gone on peacefully and, generally, smoothly, but that the process of education had suffered; that it has not, at least, improved in the manner in which you wanted it to.

Dr. Kishkunas. That's right.

Mr. Glick. Can you indicate for us why this has taken place and how it manifests itself?

Dr. Kishkunas. Well, apparently the simplest way to approach that question, Mr. Glick, would be to point out that most of our energy and most of the priorities that we had to bend ourselves to lie in the peaceful implementation of the court order. While we are educators, while our prejudice calls for bringing every improvement that we can conceive to the school system, many times we are otherwise occupied, trying to make for darn sure that all of the intent of the court order was being implemented in a very peaceful way, that our schools were remaining peaceful, we were trying to gain and earn the confidence of our community, our parents, our children, all these things had to be on the front burner rather than on the back burner.

Mr. Glick. Dr. Kishkunas, can you give me some idea of the programs or policy changes that you would have made had it not been for the process of desegregation?

What I'm really trying to get at is how the process of desegregation itself hampered the improvements in the educational system that you wanted to make.

Dr. Kishkunas. Well, I'm not sure that I can give you with any precision those things that might have happened if the court order didn't exist. I'm not sure what kinds of roadblocks, what kinds of other frustrations, what kind of circumstances would have intervened.

But when I came to Denver, I had basically two very important priorities. One was to bring whatever programs were necessary to the school system, to make it a truly comprehensive school system, a favorable school system for all of the youngsters. The other was to, you know, in close alliance with the first priority, that is, to develop a school system which was flexible, a school system that tried to cater to the learning styles, the life-styles of all of our youngsters.

This to me meant development of a school system that would be unique in the United States in terms of taking advantage of resources that existed or that exist in all of our city.

We have tried to move ahead in these directions. How much faster we could have moved ahead had there not been a court order I'm not prepared to say at this point.

Mr. Glick. Dr. Kishkunas, moving on, the resolution of the Board of Education of May 10th was very clear, 1974, was very clear in its instructions to you as Superintendent.

Dr. Kishkunas. Yes.

Mr. Glick. Can you advise how you then proceeded to carry out these instructions?

Dr. Kishkunas. Well, basically I'm a lazy administrator. Basically we assigned responsibility to the various officers that report to me, and let them know in no uncertain terms that all resources necessary to implement the direction that I had given them and that they had received from the court and from the Board of Education would be accorded them, all resources would be available to them, and that we would frankly hold them accountable for anything short of complete success.

Mr. Glick. Did you give them specific instructions as to how they were to implement the plan, or did you—

Dr. Kishkunas. From time to time this was necessary. In most cases these people were knowledgeable enough of the system and of the task expected of them that they were able to operation much on their own.

When they reached a fork in the road they would come back for advice. We would consult and they would move on from there.

Mr. Glick. The court order required certain actions to be taken by the school system.

Did the school system in fact go beyond what was required by the court order, let's call that the minimum, and in fact undertake activities beyond what the court required?

Dr. Kishkunas. I think so in many cases.

Mr. Glick. Could you describe for us what some of them were?

Dr. Kishkunas. I would probably leave many very important ones out because I was not prepared to face up to these particular problems, but I think that some of the activities that we undertook to bring various elements of the community together, this summer and months before school, and even after school started, probably went beyond the letter of the court order.

I think that some of the activities taken on in central office in terms of setting up answering services for people with questions, I think the fact that as far as I know, every communication that we receive from the concerned public about the implementation of the court order was answered in a very personal fashion by some officer.

I think these kinds of things went beyond the letter of the order we received from Judge Doyle.

Mr. Glick. Dr. Kishkunas, I have a memorandum which covers some papers, that is from you, dated May 17, 1974. It is called "Staff In-Service." It indicates a vast array of techniques and areas of interests that you are advising in the building, so to speak, principals and teachers, to undertake in order to smooth the process of desegregation.

Dr. Kishkunas. Yes, sir.

Mr. Glick. I find it very, very admirable. I think this is really broad coverage.

Dr. Kishkunas. Thank you.

Mr. Glick. I am wondering how you devised this list, and I will ask the Chairman to let me introduce it into the record. But if you do remember the documents that I have—

Dr. Kishkunas. I'm sorry, I don't remember.

Mr. Glick. It calls for such things as staggering the openings of schools.

Dr. Kishkunas. I do have a weekly cabinet meeting, at which point, you know, we face up to these problems, and we actually brainstorm solutions. Many of these kinds of things come out of those kinds of meetings where we pose a problem and what are we going to do to solve this problem. Everybody who has a responsibility in the school system, has a major responsibility in the school system, is encouraged to put his two cents in. That probably came out of one of those kinds of sessions. I don't remember.

Mr. Glick. Mr. Chairman, with your permission, I will introduce this memorandum of Dr. Kishkunas into the record, which covers instructions to the instructional staff, principals, teachers, custodial staff, as to their actions in carrying out the desegregation order.

Chairman Flemming. Without objection, it will be entered into the record at this point as Exhibit No. 21.

[The document referred to was marked Exhibit No. 21 for identification, and received in evidence.]

Mr. Glick. Mr. Chairman, I have no further questions at this time.

Chairman Flemming. I, as we have listened to testimony yesterday and during today, I've heard reference from time to time to in-service training programs.

I don't know whether I use the proper term there. But I gathered that they were programs designed to help administrators, teachers, implement the court order more effectively than would be the case if they didn't have the opportunity for participating in these programs.

No one has introduced any testimony indicating the content of the program. I have wondered, however, if included in those programs were materials and discussions designed to make it possible for the administrators and the teachers to understand the Brown vs. Board of Education decision, the subsequent decisions by the Supreme Court, in other words, the decisions which of course governed Judge Doyle as he considered the evidence that was presented to him relative to the situation in Denver, decisions of course which he regarded as binding so far as the basic interpretation of the Constitution by the Supreme Court was concerned.

I just wonder if in the past efforts have been made to present materials of this kind, to invite discussions of those materials, or if that is being done now or if it is contemplated so far as the future is concerned.

Dr. Kishkunas. I don't believe we had a course for our teachers or staff entitled "The Legal Precedents for the Doyle Decision or the Keyes Final Order and Decree," I don't believe we hit at that directly, sir.

But I do think there was an overwhelming climate through which discussion of those phenomena was welcome and to the point. A regular member of my cabinet, for instance, is one of our attorneys. I have a weekly television program where people are invited, the public is invited, to call in with questions. We went through a period of four or five months there where virtually every program, no matter how we started out, whether we were talking about excellence in English or our sports program, somehow or another during the program it got twisted around to the Keyes case and busing, and we would get to discussing that with the general public.

What I'm saying is that while we didn't hit it directly and try to bombard the public or our staff or our youngsters with the legal niceties or legal requirements handed to Judge Doyle by precedent, I think that the subject was adequately covered in a not so indirect way.

Chairman Flemming. Well, as I understood it, a few days ago you made the statement now that the appellate courts have acted, this is it, let's go to work and implement it and come face to face with the educational issues that confront the system.

It has also seemed to me that people respond more affirmatively to a program if they fully understand the relationship between what they are doing and, in this case, the Constitution of the United States, and the implementation of the Constitution of the United States.

Dr. Kishkunas. Along those lines, sir, if I might just make an observation here; we have received, I think, undue criticism for carrying the case to the Supreme Court twice and appealing it in such a vigorous way. But I think that in the long run if there is going to be any success in Denver, I think the success may come as a result of the fact that the Supreme Court has announced a decision here and that this is in fact the end of the road, that this in fact is the law of the land, and all doubt has been removed and people who tend to find ways of saying, you know, this really isn't what the Supreme Court decided in the Brown case, this really isn't the law of the land, this really isn't what the Constitution intended.

I think all that kind of doubt has been removed by taking it to the Supreme Court twice, and I think it was a necessary exercise in order to achieve whatever success we may achieve here.

Chairman Flemming. I appreciate your responses and I would like to say I wasn't suggesting a formal course, necessarily, but I was deliberately staying away from the use of that word. But I was just thinking of materials of this kind being injected into whatever in-service training programs may be under way.

We have received testimony yesterday from Chancellor Mitchell, the Chairman of the Community Education Council.

Dr. Kishkunas. Yes, sir.

Chairman Flemming. His testimony was very helpful to the Commission.

I'm wondering if you could describe for the Commission your relationships with the Community Education Council or their relationships with you, either way that you would like to approach it.

Dr. Kishkunas. Well, I think Chancellor Mitchell and the Commission accepted the fact that the Board of Education and its Superintendent and administrative staff existed, and therefore must be reckoned with. I think that we tried to approach our relationship with the Commission on the basis of the fact that this was a creature of the court, the court had given its imprimatur to their activities, and therefore we must find an accommodation with them.

We didn't agree with the necessity of having such a commission or someone looking over our shoulder. We didn't agree with the climate that some of the Commission members seemed to approach their task with, but we actively, I think, Chancellor Mitchell and I sought an accommodation where we could have the best of both worlds, where we could help get his job complete and get his reports into the court. And I think he had respect for the things we were trying to accomplish also.

Chairman Flemming. Did you make any presentation to the Judge relative to the desirability or undesirability of establishing such a council before it was established?

When I say you, I mean either the Board of Education or yourself.

Dr. Kishkunas. I don't believe so. Let me be less than 100 percent certain on it. I know we had some discussion with the court after the Commission had been created but I don't believe I had any discussion with the court before its creation.

Chairman Flemming. As a result of working with the Community Education Council; what pluses do you identify in terms of having a body of this kind in existence?

I ask the question because, as you know, we are trying to take a look at this from a national point of view.

Dr. Kishkunas. Sure.

Chairman Flemming. As you know, there is a comparable body, not exactly comparable, but a comparable body operating in Boston as a result of action taken by the Judge. So, naturally, we are very much interested in this kind of development in Boston, Denver, and in other places, and we would appreciate very much your evaluation of a body of this kind.

Dr. Kishkunas. There is one major benefit, and I think it is so obvious that it is almost not worth discussing. That is, it is another window to look through. It is another set of eyes through which the Judge or community or we can look at ourselves and find out just where we are going.

Very often we live in a kind of isolated world where people tell us what we want to hear. This is a device which would tend to balance that.

Chairman Flemming. Okay, Commissioner Horn.

Commissioner Horn. Superintendent, the Chairman mentioned in-service training. Again in our study in Boston and other cities, we have seen some values in that. One of the problems that often arises is the difficulty of a school board to finance the activities that are needed to sensitize its staff to the desegregation that is about to occur.

Along that line, I would like to ask you, first, are the teachers and staff in the Denver Public Schools unionized?

Dr. Kishkunas. Yes, sir.

Commissioner Horn. Has there been any difficulty in terms of the existing union contract with having the teachers put in the time on the special sessions that were perhaps needed in preparation for desegregation?

Dr. Kishkunas. No, sir, although in our contract and in our agreement with the teachers we, you know, have the circumstances under which in-service training can take place spelled out in great detail. We adhere to the details of that contract in the implementation of this.

In many cases, this has resulted in added income for the teachers.

Commissioner Horn. I noticed your comments in several public speeches that in the past year the loss from the Denver Public Schools has been much less than perhaps four or five years ago.

Dr. Kishkunas. Yes, sir.

Commissioner Horn. I wonder, what is your view as to the degree of success you have had in enforcing the attendance laws, and could you explain briefly what your process is for their enforcement?

Dr. Kishkunas. Well, we do have a compulsory education law based on age in Colorado. I must confess to you that in terms of weapons to be used in the enforcement of compulsory education, there aren't very many left. It used to be that the Juvenile Court and the other lower courts of the State of Colorado stood available to us to help us in the enforcement of these laws. And of recent date—and I understand this is true in other parts of the country; I know it is also true in Pennsylvania—the courts have found that enforcement of compulsory education laws are something that they just aren't interested in or find that they don't have the tools to use to enforce this.

The $2 or $3 or $4 fine they assess against parents, the weapon of adjudging a child delinquent because he plays hooky or doesn't go to school or is kept out of school by his parents are weapons that the courts find either ineffective or they are very reluctant to use.

So, basically, it's been a matter of one of counseling with parents, using the people we have for that particular purpose, and just putting whatever kinds of moral pressure we can on them that way.

Legally there is not a heck of a lot we can do.

Commissioner Horn. Has there been an attempt made to get the laws in Colorado changed to secure sufficient sanctions?

Dr. Kishkunas. No, not in any organized way, sir.

Commissioner Horn. I wonder, just to get this part of the record straight, if we could have the General Counsel secure from the Denver Public Schools the actual law of the State of Colorado on attendance, a paragraph or page as to what the enforcement mechanism is, a summary statement of how many individual cases of truancy have occurred in the last several years, I would say two years before the court order was handed down and the period since the court order, and any other relevant information Counsel would like to work out with the Denver Public Schools that would give the Commission a picture of the problem; also references to the courts, if any have been made, what actions were taken by the courts, so forth.

Dr. Kishkunas. Sure.

Chairman Flemming. Without objection, that will be done and entered in the record at this point.

[The document referred to was marked Exhibit No. 22 for identification, and received in evidence.]

Commissioner Horn. One thing I find in a number of cities that are undergoing desegregation is that parents sometimes through friends on the school board or in the school system seek various outs for their children.

One of the outs I have found that has disturbed me has been where psychiatrists sign certain statements that say Susie or Johnny or whoever cannot really go to a desegregated school for various and sundry psychological reasons.

Have there been any appeals made like that to the Board of the Denver Public Schools?

Dr. Kishkunas. Many.

Commissioner Horn. What has happened as a result of those appeals?

Dr. Kishkunas. Our medical department is equipped to review each of these in consultation with the professionals, be it psychiatrist, psychologist, M.D., who makes the original endorsement.

Commissioner Horn. Did those appeals, I realize you are fairly new in Denver, but did those appeals occur before the desegregation emphasis?

Dr. Kishkunas. Yes, to a lesser degree.

Commissioner Horn. Again, Mr. Chairman, I would like Counsel to pursue the appropriate data similar to the attendance situation as to two years before the court order, the period since the court order, the number of cases, and petitions, appeals, however phrased made to the School Board or school administration of the Denver Public Schools using this excuse.

If there are others you want to elaborate—work out with staff.

Dr. Kishkunas. I think we can give you a total picture.

Commissioner Horn. But I'm particularly interested in the psychiatric out being used in some cities of this country.

Chairman Flemming. When we receive the total picture, as you put it, we will insert it in the record at this point.

Mr. Glick. Dr. Kishkunas, should I communicate with Mr. Jackson?

Dr. Kishkunas. That would be one way to go. The other would be to communicate with me and I will put you in touch with the proper officer.

Mr. Glick. Thank you.

Commissioner Horn. Another problem constantly raised throughout America, and has been for a number of years in both de jure and de facto desegregation cases has been the discipline that has occurred in the schools, whether disciplinary actions have disproportionately affected minority groups as opposed to the white majority, so forth.

Could you give us your feeling on the imposition of disciplinary sanctions on students in the Denver Public Schools since desegregation?

Do you feel these disciplinary sanctions have been out of proportion in terms of minority communities, or just what is your feeling?

Dr. Kishkunas. I think the picture is not going to be very clear here, Mr. Horn. On the one hand we have the court order. Many in-service activities took place in conjunction with the court order emphasizing an evenhanded type of discipline.

On the other hand, we had other kinds of activities that were taken on to change our school system, to make our school system a more flexible entity, which were designed to increase our holding power. This was entirely independent of the court order, and of the integration tasks before us.

All I can do is report to you that the expulsion phenomenon, the suspension phenomenon is a greatly diminished phenomenon in the Denver School System. I think most of that diminishing comes as a result of our concern to develop ways of disciplining youngsters which are more constructive than expelling a youngster or suspending him, rather than having any direct result coming from the court order.

Commissioner Horn. Again, Counsel, can we get this exhibit complete at this point in the record, the history two years prior to the court order and history since the court order as to suspensions, expulsions.

Mr. Glick. We will.

Commissioner Horn. My last question.

The Denver Public Schools owns and operates Public Television Channel 6, am I correct?

Dr. Kishkunas. Yes, sir.

Commissioner Horn. You mentioned that you have made available over that channel, you have taken telephone calls from interested citizens on desegregation and other matters.

What else has Channel 6 done to improve public understanding of the desegregation process in the Denver public schools?

May I add one other specific to that? That is, what has it done to tell the success stories of the Denver Public Schools? For example, this morning this Commission heard testimony from principals, teachers, parents, and children involved in busing, in desegregation, and heard about the successes and improvements in both personal development and academic achievement.

My question is, has Channel 6 been used to tell this positive story to the people of Denver?

Dr. Kishkunas. Yes, sir. I know that one of your witnesses I think tomorrow will be Mr. Paul Blue, who is our Executive Director of Channel 6. He will bring with him I believe a log of many of the activities that impinge on this concern. But the most regular thing to do is a weekly program the Superintendent has called Open Channel.

Weekly, we feature some aspect of our school system, the outdoor education program, security, our athletic program. Yesterday our program consisted of a discussion of the management by objectives routine that we have laid on our staff. And after some visuals and 15 or 20 minutes of discussion in this matter, we open it up to the general public who will call in and their phone calls are read out over the air, and we will respond to that.

That is a regular thing and we have a pretty fair audience on that.

In addition to that I can remember that we had two programs outside of the purview of the Open Channel that dealt with the court order, or actually dealt with the machinations that preceded the court order, the plaintiff's point of view in terms of what kind of remedy would be appropriate, the defendant's point of view as to what kind of remedy to the findings would be appropriate. And again, phone calls came in. This time the phone calls didn't go out over the air. The phone calls were received by switchboard and the gist of the questions were written out and handed out to the panel, both in succeeding weeks, where one week it was the plaintiff, one week the defendants. I'm not sure which order.

In addition, I know there were other programs and I can't cite them with any specificity.

Commissioner Horn. My only reason for raising it, I was sort of intrigue. In some cities where we have had hearings on other issues, we have had gavel-to-gavel coverage by the Public Television Station. I was intrigued by this city where the school system does own and operate the station and we are examining the school system, I'm not aware that any coverage is being made by that station which I suspect would be of interest to the people of Denver as they see the analysis of the school system, but particularly the achievements that have been made.

Dr. Kishkunas. Not on a gavel-to-gavel type of presentation, but I think the general public does get a fair view of what is going on in the school system, both generally and as a result of the court order through the devices I have mentioned.

Commissioner Horn. There were other documents submitted with the ones you put in from the Superintendent.

Are you also going to get those in the record? I think they should be placed. That begins with the memorandum of May, '74, from the Task Force and goes through a memorandum to all principals of August 28, '74.

Will that be part of the package?

Mr. Glick. No, I'm intending to introduce those through the testimony.

Commissioner Horn. Very good.

Chairman Flemming. Commissioner Freeman?

Commissioner Freeman. I have no questions.

Chairman Flemming. Commissioner Rankin?

Commissioner Rankin. I missed most of your testimony, I'm sorry. But I have one or two questions I want to ask.

Dr. Kishkunas. All right, sir.

Commissioner Rankin. One, are you more reconciled to the monitors of the CEC today than formerly?

Are you getting used to them?

Dr. Kishkunas. I think we have kind of learned to live together better than we have in the past. I think there has been a modification of behavior on both sides.

I think I could say in a word, yes.

Commissioner Rankin. They have served a purpose, haven't they?

Dr. Kishkunas. Yes they have served a purpose. I'm just not—

Commissioner Rankin. I'm sorry, you already answered this question?

Dr. Kishkunas. Yes, sir.

Commissioner Rankin. I'm sorry. See, I told you that I was not here the first part.

I will look at the record and see what your answers were.

The next question, I recognize that the Keyes Case cleared the atmosphere as you have said, and served a good purpose there.

How much does it cost to take a case like this to the Supreme Court twice, or once?

Dr. Kishkunas. Oh, we calculated the costs five or six months ago. As I remember, they ran something of the order of slightly over a half a million dollars at that time.

Commissioner Rankin. A half million dollars to take the case up?

Dr. Kishkunas. Yes, sir.

Commissioner Rankin. Thank you.

Chairman Flemming. Commissioner Ruiz?

Commissioner Ruiz. Superintendent, there has been much testimony before us yesterday and today with respect to the existence of a great deal of confusion in the implementation of the bilingual and bicultural programs in the public schools.

Has this matter been brought to your attention by anyone before?

Dr. Kishkunas. Many times, sir.

Commissioner Ruiz. Have you or members of your staff assessed compliance or lack of compliance?

Dr. Kishkunas. Compliance with what, sir?

Commissioner Ruiz. With Title VI.

Dr. Kishkunas. Yes, sir.

Commissioner Ruiz. What affirmative steps have been taken by your office with relation to educational programs to rectify language deficiencies for learning?

Dr. Kishkunas. Well, several statements have to be made here.

Commissioner Ruiz. Pardon, sir?

Dr. Kishkunas. Several statements have to be made here. It is a much more complicated problem or set of problems than your question might infer.

If I may offer a suggestion, Mr. Flemming, I caught the very tail end of the testimony offered by the three experts on bilingual-bicultural education. I would humbly submit to you that a balance to that might be in order and I would make a request to you to request or subpoena Mr. Albert Aguayo, who is our Supervisor of Bilingual-Bicultural Education who might be able to give a balance to some of the testimony you have received at that time.

Chairman Flemming. The Commission will take your suggestion under advisement.

I can't indicate just how we will proceed on that. As you know, we have a tight schedule, so we will have to take a look at it in light of some others, but we appreciate your suggestion.

Dr. Kishkunas. Now to directly try to face up to your question, Mr. Ruiz, we have a department headed by a supervisor whose responsibility is to work out necessary bilingual-bicultural programs in the school system of Denver.

I know that we have taken a census of the youngsters who can benefit from this kind of a movement. I know that we have made application for and have received Federal monies and state monies.

I know that we have allocated energy and resources from the local scene for the accommodation of these youngsters.

Commissioner Ruiz. Well, I was listening to the testimony and let me read you what the law says.

If you would have heard the same thing we have heard here, apparently the municipality is way out of compliance. I'm going to make reference to the Office of Civil Rights of the Department of HEW with respect to affirmative action compliance on this particular matter.

It was dated May 25, 1970, and is still in effect. It says:

"Title VI, Compliance reviews conducted in school districts with large Spanish-surname student population by the Office of Civil Rights have revealed a number of common practices which have the effect of denying equality of educational opportunity to Spanish-surnamed pupils. Similar practices which have the effect of discrimination on the basis of national origin exist in other locations with respect to disadvantaged pupils, from other national origin minority groups, for example, Chinese or Portuguese.

"The purpose of this memorandum is to clarify HEW policy on issues concerning the responsibility of school districts to provide equal educational opportunity to national origin minority group children deficient in English language skills.

"The following are some of the major areas of concerns that relate to compliance with Title VI: □ϕ "Number one, where inability toMBpeak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

Now, we may get some material from Mr. Aguayo that may throw some light on that subject; but I would like to hear further from you on that.

CHAIRMAN FLEMMING. Just before the Superintendent responds, let me say we have been conferring here. We definitely will give the person identified by you the opportunity to make a presentation. We will have to figure out just when, but we will do it.

DR. KISHKUNAS. Thank you, sir. I appreciate it.

Now, most of what you read there, Mr. Ruiz, makes reference to the child who carries a language disability with him as a result of his heritage. Our surveys here indicate that while we have a large minority group of Hispano youngsters here, that only a very small number of them carry—are monolingual or carry any substantial language handicap with them into school.

The kinds of handicaps they bring with them, while they are very real, in effect, their achievement, in effect their performance in school, come as a result of life-style, of distrust of the educational institution as an ally to them, as—they come as a result of a negative self-image, and these are the kinds of programs that I think we need under the umbrella of bilingual-bicultural education, programs designed to overcome these negative images, programs that are designed to make a youngster proud of who he is and proud of his heritage, programs that are designed to convince the youngster and his parents, most importantly his parents, that the schools in fact are designed to help these youngsters to bring them up into our society rather than to hold them someplace in "their place."

These are the kinds of things that I think we are looking for to come out of bilingual-bicultural education in a positive way, language being only a very small part of the effort needed in the city of Denver.

COMMISSIONER RUIZ. Thank you.

CHAIRMAN FLEMMING. Commissioner Saltzman.

COMMISSIONER SALTZMAN. Dr. Kishkunas, as a single commissioner, but I imagine I might even reflect the attitude of the entire Commission, I think we are overjoyed in the desegregation process that has characterized Denver, the peacefulness and determination of the city to meet the challenge of the Constitutional imperative. We have discovered in other cities that it is the leadership of the city, the educational leadership, the political, the business, religious leadership, and so I would assume that the credit of what has happened in Denver is to be pinned right on you.

I would like to congratulate you for what is happening and continues to happen. In fact, in the earlier panels, the faculty members, the principals, and the students have conveyed to us a general attitude and perception of approval and a feeling of success in their evaluation of the entire desegregation process.

I think we have found that from their testimony that it's added a dimension of personal development to the students in the school and that indeed even the academic achievement has gone up in relationship at least to where the student was, not perhaps on an overall testing basis, but in specific schools where a child was below, the desegregation process has brought intensified motivation for academic performance and achievement.

That is the impression that I have.

Would you concur with that, that we are left with from the testimony of your school people and the children?

DR. KISHKUNAS. I would have to get a list of the people who have testified and make sure they all get raises.

I accept your accolades in the name of our school system.

I don't think that the Superintendent or Board of Education or any one person or small group of people can stand up and take a bow. I think it's been a system here, it's been a community, it's been a society here that has chosen to take the high road rather than the low road here.

I think it's our community that deserves the credit.

COMMISSIONER SALTZMAN. But how would you respond to the evaluation that there has been advancement and achievement, personal and academic, as a result of the desegregation process?

DR. KISHKUNAS. I can't really make any claims that there have been any dramatic changes in the achievement of our youngsters as measured by objective instruments at this point.

I suspect that other kinds of changes have come, positive changes, changes for the good have come, but things that cannot be measured.

As I casually examine test scores, I find that the range, systemwide, is about the same, the average is about the same. I suspect—as we go school-by-school, I find that schools, you know, are more towards the average at this point where we have schools that achieve very low, very high in previous years, I find they tend more toward the average now and I think it is a reflection of their new student body rather than anything that has happened in terms of our educational programs.

It's just been too short a time. I don't think we can look for any kinds of dramatic results at this point. I think those kinds of results will become apparent only after we have had some experience, some three, four, five years of experience.

But I do think some good things have happened, but don't know that we can measure them or document them.

COMMISSIONER SALTZMAN. One final question. One of the expressions I have seen in one of the statements you have made, is that the real mission now of the schools to go forward with education can be attended to.

DR. KISHKUNAS. Yes, sir.

Commissioner Saltzman. Would you agree that part of that real mission of education is to provide for a desegregated educational experience since America is a diverse country and our children must respond to a diverse environment?

Dr. Kishkunas. Sure. I think without any question that I would endorse that in every possible way. I think that I have committed more of my professional life, more of my life to the movement toward a desegregated society than most anyone. I just wish, however, that we could be moving ahead on several fronts in achieving this desegregated society rather than just in the school front.

I wish, for instance, that you know we would be going through the same kinds of exercises, same kinds of pressures to desegregate housing, for instance. In many cases, housing authorities and school authorities are working towards opposite ends.

While we are being required to bus youngsters to overcome de facto segregation, some of the housing policies that exist in our society in Denver, in Pittsburgh, in Chicago, cities that I know of, tend to promote segregation.

Somehow or another we have to find a way where we are working hand-in-hand rather than against each other.

Commissioner Saltzman. Thank you, sir.

Chairman Flemming. May I say the Commission concurs in your emphasis on the importance of putting the heat on, putting the pressure on for desegregating housing.

There isn't any doubt.

Dr. Kishkunas. And other aspects of our society.

Chairman Flemming. That's right. We can say the same thing over the area of employment and so on.

All of these tie together. We know and appreciate the fact that you and some other superintendents have one of the toughest administrative jobs in the country at the present time. The leadership that Denver has provided in this area is the type of leadership that I think will be a real source of encouragement, if not inspiration, to other parts of the country.

And as you continue to tackle these problems, we will follow it with great interest, and you have our best wishes.

Dr. Kishkunas. Thank you.

Chairman Flemming. Thank you very much.

Counsel, will call the next witnesses.

Mr. Glick. The next witnesses, Mr. Chairman, are officers of the Department of Public Schools. They are Mr. Carle E. Stenmark, Deputy Superintendent, Division of General Administration; Dr. Roscoe Davidson, Associate Superintendent, Division of Education; and Mr. Walter Oliver, Assistant Superintendent, Department of Elementary Education, Division of Education.

[Whereupon, Dr. Roscoe Davidson, Carle E. Stenmark and Walter Oliver were sworn by Chairman Flemming.]

TESTIMONY OF DR. ROSCOE DAVIDSON, ASSOCIATE SUPERINTENDENT, DIVISION OF EDUCATION; MR. CARLE E. STENMARK, DEPUTY SUPERINTENDENT, DIVISION OF GENERAL ADMINISTRATION; AND MR. WALTER OLIVER, ASSISTANT SUPERINTENDENT, DEPARTMENT OF ELEMENTARY EDUCATION, DIVISION OF EDUCATION

CHAIRMAN FLEMMING. I appreciate your being with us.

MR. GLICK. Gentlemen, will you each identify yourselves for the record, please, with your name, your address and your occupation.

MR. STENMARK. I'm Carle Stenmark, Deputy Superintendent of Schools. My address is 1875 South Linden Way, Denver, Colorado.

MR. OLIVER. I am Walter Oliver, Assistant Superintendent for Elementary Education; address, 3400 Monroe, Denver.

DR. DAVIDSON. Roscoe Davidson, Associate Superintendent, Division of Education, 2905 South Eaton, Denver.

MR. GLICK. I'd like to begin my questioning with Mr. Oliver, if I could.

Could you move the microphone over, Mr. Oliver.

Mr. Oliver, when the desegregation order was issued by Judge Doyle in April of 1974, Superintendent Kishkunas established a task force to implement the ordinance throughout the Denver Public Schools. And you were appointed to be Chairperson of that task force.

Can you advise us what orders were given to you by Superintendent Kishkunas and what resources did he place at your disposal to carry out the orders?

MR. OLIVER. The orders, as I recall, of the District Court were handed down on April 17th.

MR. GLICK. Excuse me, Mr. Oliver. Could you move the microphone closer to you?

MR. OLIVER. And within the few hours after the order was issued, the Superintendent selected a staff that he referred to as the Task Force, which was composed of the Director of Elementary Education, Director of Secondary Education, the Supervisor of Research, the Director of Curriculum services, and the Director of Pupil Services.

Those five persons constituted the group who were assigned the task of analyzing the order of the court and identifying the kinds of activities and jobs that the court ordered be done, and then identifying those persons who we saw would be responsible for carrying those programs out.

The Superintendent gave us full support of any personnel within the district that we needed in order to implement the court order.

MR. GLICK. Was there any public announcement made that a task force had been appointed and that it was going to undertake to carry out the order?

MR. OLIVER. I would be hard pressed to remember whether there was a public announcement of this or not. I don't know. I don't recall.

MR. GLICK. Did the task force seek any citizen input?

Mr. Oliver. There were many letters of various kinds that I recall that were directed to the school district, the superintendent, primarily, and these then were in turn directed to the task force.

Mr. Glick. Did you seek advice from other school professionals, administrative professionals, from any other cities on methods of implementing the order?

Mr. Oliver. Not to any great degree, because as I understand it, most orders are different, and we were primarily concerned with what the order that we had contained. We did read from other sources of how other cities had gone about doing this job.

It is pretty difficult to say that we did anything identical.

Mr. Glick. Can you suggest some of the problems that were encountered in the spring and summer of 1974 in getting ready for opening of school in that fall and carrying out the provisions of the order?

Mr. Oliver. I don't recall them as problems, but certainly as concerns of trying to communicate as quickly as possible the intent of the court order and the responsibility that each member of the staff had in seeing that it was carried out, that is, communicating to all staff before teachers were able to get away during the summer, before principals left in the summer. That was certainly one of the most urgent concerns that we were faced with.

Mr. Glick. There is a tremendous difficulty in moving populations around, school populations as well as any other kinds of populations, and there were obviously some shifts in boundarylines and transportation routes and assignments of teachers.

What kind of devices did you use in order to work this out?

Mr. Oliver. We had the assistance, of course, of our information services data processing to begin to help us identify children, identify families, but relied to a very great extent on the local school administrator in contacting the parents and the children of those who were affected one way or another by the court order, through U.S. Mail, general bulletins of various sorts that went out to those who were affected.

Mr. Glick. Mr. Oliver, we are making a record of how the process of desegregation went on in Denver, and it had very many positive and affirmative aspects to it, and I have a series of memorandums and directives which I would like you to identify and which I would like to introduce into the record.

I'm going to hand these over to you and ask you to take a look and identify them.

Mr. Oliver. Should I go through these individually?

Mr. Glick. Yes, please.

Mr. Oliver. One here I do recognize is a memo from the task force to all principals with suggestions regarding new assignments. This communication was sent by way of reminder of some of the essentials we feel should be accomplished in new assignment for an administrator.

Another is a checklist which was sent out under the signature of the task force. I think it was probably more completely developed by Dr. Davidson, which reminded the schools of the various kinds of activities that they should be aware of and should have made plans to accomplish, such as a relation to bus schedules, in-service within their own staff, the acquisition of instructional materials, supplies, orientation of parent and community, and a whole list of other activities that they were to check off on.

They wanted to know what progress they had made and when they were completed.

Another document is the orientation program for secondary schools, which was put out by Dr. Vovere. I was not as familiar with that before as I am now. He was giving instructions to secondary school personnel on the orientation of students and staff.

Another document dated August 28th related to suggestions for handling problems regarding pre-registration, which was approved by Dr. Davidson, Mr. Stenmark, and the superintendent. This document I'm not as clear on as I should be, I don't know whether either of you are or not, student orientation, parent orientation, do you remember that one?

Do you mind if I get some help on the answer to this?

Mr. Glick. What I'm attempting to do, Mr. Oliver, is to make certain that we have documents that accurately did come from the Department of Public Schools. I need to identify them.

Mr. Oliver. Yes. These were a part of some of the materials that were provided through task force.

This one has to do with asking for specific information from schools regarding their plans for orientation, parent orientation, for the opening of schools.

Mr. Glick. Mr. Chairman, with your permission I'll introduce this group of documents into the record as Exhibit No. 23.

Chairman Flemming. Without objection it will be entered in the record at this point.

[The documents referred to were marked Exhibit No. 23 for identification, and were received in evidence.]

Mr. Glick. Mr. Oliver, you were generally familiar with the documents that you have just seen, except for the one which was a listing of student activities and orientation.

Could you suggest whether there were any other advice that was given to principals, vice principals, teachers, from the task force as to methods of carrying out the implementation of the order?

Mr. Oliver. The advice that was given was not necessarily directed from the task force, but it was a reminder to those who were responsible for the various categories of employees of the kinds of things that needed to be done before the opening of school.

Much of the assistance for this came directly from their direct supervisors, as well as information that we received which we passed on to them.

Mr. Glick. Can you advise what kind of efforts you undertook to monitor the activities of the principals and the persons who were responsible in the school buildings?

Mr. Oliver. At most every step along the way there was a requirement for some kind of feedback as to whether they had accomplished the task that was assigned, any difficulties that were encountered, and what assistance was needed. These were usually a matter of monthly reports that we received from the schools, because we also had to compile, from that, monthly reports to the U.S. District Court.

Mr. Glick. I see.

Thank you, Mr. Oliver.

I would like now to turn to Dr. Davidson.

Dr. Davidson, as associate superintendent, did you play a role in supervising the activities of the task force?

Dr. Davidson. Yes, I did.

Mr. Glick. Did you meet with the members of the task force? Did you receive written reports? What was the technique?

Dr. Davidson. Both of those procedures, I met with them frequently as Mr. Oliver has identified the five ongoing members of the task force. I might point out that all of those departments, those department heads are within the Division of Education which I head, so I met with them frequently to monitor the kinds of things they were doing, to respond to questions they had, to raise questions, to try to clarify issues, to look at all the alternatives to problems that they were encountering.

Most of that was done in an oral fashion, although from time to time they would send the printed materials to look over, memorandums that raised questions and asked for direction.

Mr. Glick. Thank you.

One of the problems that's always encountered in desegregating a school system is that certain schools have certain curricular offerings which meet the needs of the students in that school, such as special reading programs, language labs, bilingual-bicultural education programs, and these curricula have to go with the child, if the child needs—educational needs are to be met.

How did the Denver public school system carry out a program of having the necessary curriculum follow the child?

Dr. Davidson. One of the jobs of the task force was to identify the kinds of instructional problems that would be encountered by groups of youngsters who were reassigned, whether it was through a part-time pairing or through satellite directing or in whatever fashion, as they moved from one school to another, and then to develop strategies and plans for accommodating changes in program to minimize the kind of disruption that would of course result from that kind of reassignment.

We were particularly careful in those subject areas where instruction and its effectiveness could depend, primarily or largely, on sequencing, reading, mathematics, English and so on, to be sure that we were not creating unnecessary disjunctures in program as youngsters moved from one school to the other.

This called for rather extensive in-service and staff development for teachers and local school administrators, for one thing. It called for the purchase of new materials in some instances. It required some reorientation of parents to the kinds of programs that were going with the youngster or in some cases would be different for youngsters.

So it was one of several major tasks confronting the administrative staff and the teaching staff to accommodate youngsters where these kinds of problems would occur.

Mr. Glick. Dr. Davidson, one of the problems that we have heard addressed from both students and from teachers is that there is sometimes a process of resegregation inside a school after a school has been desegregated by different class levels.

Has the school system taken any measure to avoid this problem?

Dr. Davidson. Yes. We have taken several measures to avoid that. First of all, we have recognized that that could be a substantial problem. We have directed that classes not be allowed to be organized on a resegregated basis. We have provided in-service help to faculties, direct assistance to individual schools administratively to look for alternative ways of grouping youngsters, organizing classes, and arranging for arrays of courses so that youngsters would not have to discontinue sequences that they have already begun, but at the same time would not get involved in a tracking arrangement, if you will, that results in resegregation.

One of the kinds of things that we have done, for example, is to help teachers who have not already developed those skills, become more adept at doing subgrouping, individualization of instruction in the classrooms, so that levels of ability can be accommodated without having classes characterized in any particular fashion.

Mr. Glick. Dr. Davidson, the bilingual-bicultural program area comes generally within your area of supervision.

Dr. Davidson. Yes.

Mr. Glick. We have heard some testimony this afternoon from three gentlemen who are themselves educators, although not in the Denver public schools, that the program that the Denver Public Schools has instituted of resource room teachers does not meet the state law requirements.

I wonder whether you would care to comment on that.

Dr. Davidson. Yes, I would be glad to have an opportunity to comment on that.

First of all, I think we do need to recognize—and it is certainly evident—that there is a great difference in belief and feeling about what kinds of instruction are needed by different groups of youngsters.

Our approach generally in the public school system for some time now—and that includes more recently our efforts to obtain funds under the state bill, House Bill 1295—have been premised on the notion that not all children need the same program. We run the gamut, as you have heard this afternoon, from some youngsters, percentagewise few in number, certainly not to be overlooked, who are monolingual in another language other than English, all the way through youngsters who have various mixtures of languages, to other youngsters who are certainly monolingual English.

It has been our intention in all the efforts we have put together for instructional programs, whether they have been locally funded, Federally funded, or state funded, to develop programs designed to meet the individual and group needs of the children in the schools where they are in attendance.

So far as the state guidelines are concerned, we have studied those with considerable care. It is not our opinion that anything we are asking for is out of keeping with state guidelines.

House Bill 1295 makes provision essentially for three different kinds of programs. One is a tutorial effort, kindergarten through twelfth grade, for non-English-speaking pupils. Our board has authorized us to make requests for funds under that portion of House Bill 1295. We have made that request, and we have received funding for that kind of program.

The other two parts of House Bill 1295 are for kindergarten through third grade. The first is mandated, which means that in schools that have as many as 50 children, or 10 percent of the student enrollment in kindergarten through third grade, school districts must make application for a bilingual-bicultural program.

The other part of House Bill 1295, still kindergarten through third grade, is optional. School districts and schools that have fewer children than that, who are "linguistically different," by definition in the bill, may make application for the funds.

We have made application, so far primarily on the basis of the optional portion of that bill, because we do not have sufficient numbers of youngsters by definition according to survey who fall under the mandated portion of the program or the law that are not already accommodated under an ESSA-funded program.

The State Department has recently been working with us at the direction of the State bilingual-bicultural Advisory Committee, and we are very hopeful that through some additional surveying we have done, through additional conversation we have had with the State department people, that we will still be able to obtain some funding for a program we are interested in providing for kindergarten through third grade in some of our schools.

Mr. Glick. So the essential answer to my question then is you believe the program does meet the state law requirement.

Dr. Davidson. I do.

Mr. Glick. Thank you, Dr. Davidson.

Mr. Stenmark.

Mr. Stenmark. Yes, sir.

Mr. Glick. Pursuant to the court order of April 1974, the Denver Public School System was required to adopt, to draft and adopt an affirmative action employment plan, am I correct?

Mr. Stenmark. That's correct.

Mr. Glick. And such a plan was in fact prepared?

Mr. Stenmark. It was.

Mr. Glick. Who was responsible for the preparation of the plan?

Mr. Stenmark. At that point in time, the Department of Personnel Services under my direction and within my division was given that responsibility.

Mr. Glick. Does your division still have that responsibility?

Mr. Stenmark. Yes, sir, we do.

Mr. Glick. Did you consult with any state or federal agencies or receive any guidance?

Mr. Stenmark. Yes, sir, a substantial amount.

Without being able to enumerate each of the agencies that were contacted, I'm of a firm mind to say that we did confer with federal agencies at a number of levels. We conferred with state agencies and, as a matter of fact, we conferred with a substantial number of representative industries of a private nature, to the end that we might gain the benefit of their thinking.

Mr. Glick. And the plan was submitted to the Board of Education.

Mr. Stenmark. Yes, sir, it was.

Mr. Glick. Do you recall when?

Mr. Stenmark. I would make it in the late spring of 1974.

Mr. Glick. Was it approved and adopted by the board?

Mr. Stenmark. With some debate, with some discussion, with some difference, to the end, Mr. Glick, that the staff did prepare a plan which was modeled by our standards, by our point of view at least in a rather comprehensive fashion, a plan which, if you will, went beyond the language of the court order.

The language of the court order, as I recollect it, was rather narrow. It directed itself to affirmative action activities, affirmative action obligations with respect to school staffs as seen in a Chicano, to use the Court's term, and a black manner, to the end that our plan as originally submitted went beyond that. It was more comprehensive.

The Board of Education then sitting said that we should meet the mandate of the court's order and as a result, I would say that a comprehensive plan was narrowed to one which complied with the court's language.

Mr. Glick. Was it submitted to the court?

Mr. Stenmark. Yes, sir.

Mr. Glick. Was it approved by the court?

Mr. Stenmark. No, it was not in that fashion.

The digression there was that the language of the court's order in effect said that in remedying, or, if you will, bringing about an affirmative action plan for black and Hispano staff in schools, that it should be based—I don't think I can accurately quote the language of the court, but I think it said to more reasonably or more accurately reflect the pupil population of the Denver Public Schools. It was seen, as you previously asked, as we looked at other regulations, as we looked at other plans and activities, that a more commonly looked at standard, if you will, was an index based upon an SMSA or perhaps even a census figure for the City of Denver itself.

It was the feeling of the Board of Education that this kind of a standard was a more realistic one than that of the pupil population.

So that is the standard which we originally used which was submitted and, in turn, as you have indicated, or inferred, was not accepted by the court to the end that it didn't meet the test of its language.

Mr. Glick. Mr. Stenmark, we have reviewed the plan that was submitted to the court, and we find that it does not make any reference to affirmative action goals for women, nor for native Americans, nor for Asian-Americans, of whom there are many in the SMSA.

And I am wondering why, even though perhaps not necessarily required by the court order, since there was to be affirmative action plan, why those elements were not included.

Mr. Stenmark. Well, I think, implied in your question, is the fact that we don't have a concern and we don't direct ourselves in an affirmative action fashion to that end—

Mr. Glick. No, I don't mean to imply that.

Mr. Stenmark. I withdraw the inference then.

My point is that we were directed by counsel to meet the language of the court's order, and indeed we did.

Mr. Glick. Thank you.

I have no further questions at this time, Mr. Chairman.

Chairman Flemming. Commissioner Freeman.

Commissioner Freeman. Mr. Stenmark, has counsel advised the Board whether it is subject to the requirements of Title VII of the 1964 Civil Rights Act?

Mr. Stenmark. Yes, ma'am, we are aware of the necessities of meeting those requirements, and I believe that we do meet them.

Commissioner Freeman. Well, with respect to the omission of any classification with respect to the minorities and women as, indicated by Mr. Glick, it would seem to indicate that Counsel had not so advised you.

Mr. Stenmark. Again I think the language of the plan which was submitted was submitted with the intent to meet the rather narrow language, if you will, Commissioner, of the Court's order, and that is not to imply in any fashion that as an agency acting beyond that order, that we do not comply and act in that manner of meeting all of the standards and regulations which are set.

Commissioner Freeman. I believe the population of the public schools of Denver, the percentage figure as to Anglo, Chicano, Indian, and black, would be different from their percentage of the respective populations, in the SMA is that not correct?

Mr. Stenmark. That is very correct.

Commissioner Freeman. And in developing programs for—and other aspects of the operation of the schools, you have responded to the population as it exists in the schools, have you not?

Mr. Stenmark. Yes, ma'am. We have sought that way to.

Commissioner Freeman. Then I'm unable to understand why you would take the SMA as to affirmative action when you don't take it as to anything else.

Mr. Stenmark. Well, I think the difference there, Commissioner, is the fact that the SMSA, as adult labor force, is perhaps a force which is more, or is a figure for an index which is more commonly seen as an index than is a pupil population index. And that was the difference which the Board of Education discussed, notwithstanding it was different than the language of the Court.

Commissioner Freeman. But your pupil population index is the reality which you have to operate the schools, is it not?

Mr. Stenmark: No question.

Commissioner Freeman. Thank you.

Chairman Flemming. I have one question.

Has the judge actually rejected your plan and directed that a new plan be submitted to him, Mr. Stenmark?

Mr. Stenmark. We are complying with his most recent direction, Mr. Chairman, to the end that the plan has since been modified to the end that it would reflect the pupil population.

Chairman Flemming. Commission Rankin?

Commissioner Rankin. Today do you have definite school boundary lines in Denver for each school?

Mr. Stenmark. Yes, each of the schools within the school district has a school attendance area. It must be noted, however, in the next breath, that where a school attendance area may be an indigenous area to the geographic location of the school, it in turn has an attendance area which may be geographically removed from it, a satellite, as it were.

Commissioner Rankin. Can they overlap?

Mr. Stenmark. In most cases they would be either isolated in a satellite fashion or contiguous, one to another, or as in the pairing program, they would be geographically removed but nonetheless, drawn together through the transportation system.

Commissioner Rankin. How often are they redrawn?

Mr. Stenmark. Well, at this point, the plans under the attendance areas as we presently operate are those attendance areas which with slight modifications, if you will, for perhaps one factor or another, such as a crowding situation, a safety situation or something of that sort, which have been rather slight in nature, are those attendance areas which were set through the Court's order of last April.

COMMISSIONER RANKIN. Do you anticipate in the future considerable change in boundary lines like you have had in the past with respect to some schools, or is it settling down now, do you think?

MR. STENMARK. I would have to say, Mr. Commissioner, not begging a question, but to the end that the most recent order of the District Court, in which a full-time desegregation program is called for, could well imply substantial change, although that's still up in the air because we haven't settled in on an approach.

COMMISSIONER RANKIN. Would this be annually?

MR. STENMARK. I would have difficulty answering that; only to the end that we don't know what the disposition of the Court would be as the population of the school system changes.

COMMISSIONER RANKIN. Who would actually have the responsibility for drawing these lines? Who does it, actually does the work on this?

MR. STENMARK. Well, the work, I would like to take you back, if I may, a bit, because the physical attendance areas under which we presently operate are a manifestation of the court, and they were not drawn, if you will, by the staff of the Denver public schools, except, as an existing agency. They were drawn by the court-appointed consultant, Dr. John Fingler, who drew them, of course, with the kind of demographic input which we could provide him and which was requested of us.

COMMISSIONER RANKIN. Is he going to make changes in this as population shifts?

MR. STENMARK. I don't think I can answer that question. He has from time to time. Most recently we haven't seen him in our vicinity.

COMMISSIONER RANKIN. So there is a little bit more continuity today, is there?

MR. STENMARK. For a year and a half's time, yes, sir.

COMMISSIONER RANKIN. One other question.

In school administration, have you considered magnet schools, the establishment in Denver?

MR. STENMARK. Yes, sir.

As a matter of fact, a magnet school or a concept in the last analysis which could be seen as a magnet aspect was one of the alternatives which was submitted to the District Court in the first instance which was not an acceptable approach so far as the court was concerned.

The East Manual complex, as it presently exists and was originally ordered by the instruction, has since been struck from its orders, is, if you will, an approach to that, albeit that those two schools operating together have definite attendance areas.

COMMISSIONER RANKIN. I'm interested, why was the court objecting to the magnet school?

Mr. Stenmark. I think, if I can think the court's mind on it, the court did not feel that it would, in and of itself, accomplish the program of desegregation as it seemed to think was necessary.

Commissioner Rankin. You know, it's been used rather successfully in Boston and other areas, the magnet school has, insofar as bringing people from all races and all ethnic groups together in school and they work pretty well that way. And I wonder why the difference here from what we have experienced, the experience we found in Boston.

Mr. Stenmark. I don't imply that it could not work. I think that was a thought of the court. Perhaps, Mr. Commissioner, if I may, I would defer part of that question to Dr. Davidson, since this is his division.

Chairman Flemming. Surely.

Dr. Davidson. I think Mr. Stenmark has explained it very well. Both of the defendants and the plaintiffs, as you know, were directed initially by the court to submit plans for desegregation. And the defendants' plan, the school district's plan, did include some special schools that would come under the general heading of magnet schools.

The court apparently felt that was not sufficient to meet what it had in mind for desegregation efforts, so it was not implemented.

Commissioner Rankin. Of course, this was one instrument suggested in Boston, too. This wasn't the whole solution to the problem, but it was considered as a good instrument, taken in the right direction.

Mr. Stenmark. Nor was it a total plan of ours.

It was simply a component of a plan.

Commissioner Rankin. I would keep in mind in the future the possibility of using this idea because it does have great value in my mind.

Chairman Flemming. Commissioner Ruiz.

Commissioner Ruiz. Yes.

I'm still disturbed by the lack of Federal funding on the bilingual and bicultural programs. I realize that the court order in the main referred to desegregation and was concerned principally with that. But assuming that there was no court order at all, funding has at all times been available under the Federal statutes, the Bilingual Education Act.

We have the case in San Francisco of Lau v. Nichols against the San Francisco Unified School District, and I believe the percentage has to be only around five percent of the total population. We have more Chicanos here percentagewise that do come within the rules requiring affirmative action as required by that Supreme Court decision.

Now, this morning witnesses testified on this bilingual matter, among other matters, that there has been little done to accurately identify these target people. Quite a few have been identified that are purely monolingual.

Dr. Davidson testified to a grey area there where between not understanding any English at all, there are others in great numbers probably are in between before they can get handle to know what the teacher in English is speaking about.

Perhaps Dr. Davidson could answer the question as to why funding on this particular item has been slow.

DR. DAVIDSON. Funding on this particular item, Dr. Ruiz, has been rather substantial, as a matter of fact. First let me talk a little bit about our efforts, over several years now on an annual basis, to obtain specific data on youngsters in our school system at all grade levels with reference to language need and the extent of language need individual by individual and school by school.

We have conducted surveys each year with a series of questions for classroom teachers to answer, providing them with categories of kinds of need so that we could have district-wide a census of the nature and extent of language problems within the school system.

We have also run a survey of the language skills and abilities of our staff, so that we know which of our teachers are bilingual and in which languages. We have conducted a number of programs and currently are operating a number of programs funded by local funds, some by state funds and some by Federal funds that come to substantial sums of money.

Let me take ESAA alone. In the 1974—75 school year we conducted under ESAA a bilingual-bicultural program funded to the amount of $214,745. In the 1975—76 school year, this school year, we currently have operating a bilingual-bicultural program under ESAA-funded in the amount of $729,960.

Our Board of Education authorized us to submit a proposal, and we have done that for the next school year under ESAA funding for bilingual-bicultural education in the amount of $743,342.

Now, in addition to the ESAA funds, we have had in the past we have had ES Title VII, we've had EPDA, we have had multicultural programs, we have had a district-funded language lab kind of project, utilizing ESAA Two and ENDA Three funds.

We have an ESAA Title I diagnostic program which has as one of its components language instruction for youngsters who do not speak English or do not speak it proficiently. And you have heard some testimony about our efforts to obtain funding under the three parts of the state House Bill 1295, part of which is still pending.

COMMISSIONER RUIZ. Now, where has this breakdown occurred?

Apparently you have gotten funding from the top down, in your position as being in charge of this particular section, and the witnesses that are—have testified heretofore, apparently you are getting funding, but it isn't getting over to them some way or another from the testimony that's been given here.

There seems to be a conflict someplace. I don't know where to put my finger on it. Perhaps you might explain this.

DR. DAVIDSON: Well, I'll be glad to try, certainly.

First, since I have been here this afternoon I have heard testimony really from two groups of individuals on this topic. One group was from the Colorado Department of Education. We know that Dr. Saavedra has a different point of view, frankly, toward what our needs and the Denver Public School System are from our point of view. So there is a philosophical gap there. We are trying to work on that.

So far as the other group is concerned, you heard some teachers from our own staff, and I think even there you detected some differences of opinion as to what kinds of programs ought to be operating, what kinds of needs different youngsters and groups of youngsters have, and how those needs can best be met.

Our posture administratively right along has been that there is no one program that is good for all youngsters.

We believe as we believe in reading or science instruction or any other area of academic activity, that different youngsters have different needs, and programs need to be developed on different bases with different kinds of thrusts, different kinds of materials to meet those differences, and needs.

COMMISSIONER RUIZ. Would you say in characterizing this, there seems to be a great deal of confusion in this? The first witness that made reference to bilingual programs was a former member of our commission, Dr. Mitchell, who said there was a great deal of confusion. Then we kept on—at least that was the way I was listening to the testimony all the way through—and now you said that there are differences of philosophy, et cetera.

Could you characterize this particular sector of the educational process as still being in a somewhat state of confusion?

DR. DAVIDSON: I think I'd rather characterize it as being in a state of flux characterized by substantial and very honest differences of opinion as to what the best approaches are for dealing with the problem.

I'm not sure that it is a matter of confusion so much as it is people don't agree.

Most people are pretty clear in their own minds what they think ought to be done.

COMMISSIONER RUIZ. They said "confusion"; that's the reason I used the word.

DR. DAVIDSON. I can't speak to that.

CHAIRMAN FLEMING. Mr. Saultzman.

COMMISSIONER SALTZMAN. Gentlemen, Dr. Kishkunas in earlier testimony told us—and I hope I'm paraphrasing it correctly—that the mission of education or the mission of the Denver public school system is education and that inherent in the education of Denver children is the reality of desegregated education.

I wonder, is the Denver Public School System engaged in thinking through additional alternatives or innovations to advance desegregated schools and to link desegregated education with quality education?

DR. DAVIDSON: Are you directing that to any one of us?

COMMISSIONER SALTZMAN. Yes, any one of you.

DR. DAVIDSON. I suspect these other gentlemen would want to comment, but I'll begin.

Let me say that we first of all again have taken the position that regardless of what individual staff members points of view are, with reference to desegregation and integration, and how it can best be accommodated, we have recognized the reality of a court order and the need to operate in the most productive and satisfying fashion possible, all of our schools on a day-to-day basis. So frankly, as staff members, we have tried to avoid injecting individual points of view which differ considerably, I'm sure, across the total staff, and have instead directed our efforts to what we think is sound instruction and sound school administration.

Now, to try to add perhaps just a word to that, regardless of what the court order directs presently, or has in the past directed, we have certainly had a commitment to treat all youngsters equally and with respect and to provide for them the broad range of programs that meet their individual needs and their individual interests.

And that continues to be our commitment.

There are a variety of ways of trying to accomplish that, of course.

Commissioner Saltzman. Let me just pursue it one point further.

Are there any innovative ideas, concepts, instruments, efforts, that are being considered?

After all, the Denver Public School System, sir, has been judged in fact by a court not to have treated its students equally in the past. Dr. Kishkunas has made a statement that he supports desegregated education. That is the mandate of the Constitution.

And what I'm asking, is the Denver Public School System looking beyond merely the court order to creatively seek the innovation, innovative programs, in the administration of this principle which is the law morally, and otherwise, and constitutionally of the land?

Dr. Davidson. There are a number of efforts that have characterized our public school system in the past, and that I'm sure will continue to characterize it in the future that speak to your question, I think. We have a whole variety of kinds of activities that are based on citywide participation, with youngsters coming from all sectors of the city. These take the form of student government, student clubs, student activities of many kinds, the fine arts area, the forensic area, the sports and athletics program area, all of these, certainly whether on purpose or otherwise, provide opportunities for youngsters to learn to appreciate one another for their strengths and their differences.

We will be opening this coming September what we believe will be one of the finest educational institutions in the country, called a career education center, which will bring high school students, although they will maintain their membership in the local comprehensive high school, into the career education center on a part-time basis for one-of-a-kind programs, in the technical-vocational fields, advanced academic areas, and advanced fine art areas. So that's another type of program that moves us in this direction.

In terms of curriculum efforts, we are using a broad range of multiethnic, multicultural kinds of materials. In our social studies courses in particular—

Commissioner Saltzman. Have those been recently created?

Dr. Davidson. Those have been going on for quite some time, and certainly continue and evolve—

Commissioner Saltzman. Are they part of the staff work of the Denver Public School System?

Dr. Davidson: Yes, they are. They are part of the work of our curriculum committee in the social studies area.

Commissioner Saltzman. I wonder whether those that speak to this particular issue might be submitted as evidence at this point, that address the multicultural concerns.

Dr. Davidson. I'm sure if you wish we could provide materials that would speak to these kinds of efforts.

Commissioner Saltzman. Having been developed specifically by the Denver Public—

Dr. Davidson. Indeed, we have curriculum specialists on special assignment in Hispano culture and history and black culture and history, and working incidently in other areas, we have an Indian education project which is in operation for its second year. There are a number of efforts that could be identified, that I think would be going on whether there were a court ordered or not.

Commissioner Saltzman. Would it be possible for us to secure these?

Dr. Davidson. Certainly.

Mr. Stenmark. I would simply like to further what Dr. Davidson said. It seems to me in a review of the schools of this community and the record of support of the schools in this community has always dictated a quality school system.

Now, to the end that as the Superintendent has indicated, our last year in a real major fashion has dictated extraordinary effort in terms of carrying out successfully a mechanical process, if you will. It has not for a moment abandoned the idea, and he has certainly enunciated this again and—

Commissioner Saltzman. I didn't mean to imply—

Mr. Stenmark. I know you didn't. But that's my point. As we have engaged in this kind of activity, in no wise have we allowed ourselves to put the quality aspects—

Commissioner Saltzman. What I'm trying to carry out, is there additional innovative programs that have not come under the court order for us to examine that might be of help to other school systems?

Dr. Davidson. I think without any data—

Mr. Oliver. Other areas of education also which I don't think anybody mentioned. We have also had for some years, even prior to the order of the court, the cultural arts program, the bringing together of children to study the cultures and the art, the music of various ethnic groups. That was pre-Court days, and it continues.

Chairman Flemming. We do want to thank you—pardon me, you have a question.

Commissioner Horn. Let me just pursue Dr. Davidson a minute.

For the record, you mentioned earlier that for several years there have been a series of questions of student need and staff capability in the bilingual-bicultural area.

Would you just furnish for the record the type of survey instrument you need to determine this?

We can add it to the rest of the group.

Dr. Davidson. Yes.

Commissioner Horn. Let me ask a question of Mr. Stenmark.

You are not only Deputy Superintendent and second in command of the system, but you also head the Division of General Administration, as I understand it, is it the appropriate name, Health Services?

Mr. Stenmark. Yes.

Commissioner Horn. Is that where your own doctors would be to the Denver Public School System?

Mr. Stenmark. Yes.

Commissioner Horn. Were you here when I raised the question with the Superintendent as to excuses given and sought by parents from—I was thinking of psychiatrists, but I could broaden this to the physical health aspects—did you hear that testimony?

Mr. Stenmark. Yes, sir, I did.

Commissioner Horn. What I'm curious, what I noticed in the interview report with staff that, "this is from our own staff summarizing," I wonder how accurate this is, "If a child cannot function in a particular school due to medical reasons, the Department of Medicine, I assume that's Health Services, will investigate a transfer request through the school. The Department will generally base its judgment on the physician's medical report without personally examining the child."

What I'm curious is, how many doctors do you have there and is that an accurate reflection of your views on this?

Mr. Stenmark. I'd have to offer it in a yes-and-no fashion. When a transfer request is made, and this is initiated, of course, by the parent in this particular case, as I see it, where it is requested for medical reasons, our Office of Pupil Attendance immediately forwards that request with the attached medical reasons to our Department of Health Services. There it is assessed by our medical staff, our MD's, who in turn then—and this is standard operating procedure—investigate that same request with the attending physician who has offered the statement, to the end that medically, professionally, they can develop an understanding of what the needs and what the consequences of the situation may be.

On that basis, then, our medical department gives us its own best estimate as to the need.

Let me say that the medical department in the last analysis is not the department within the organization that says "yes, the youngster will receive a transfer" or will not. That's a decision which we have to make on our side of the street, so to speak, but we make it through the eyes of physicians who can give us judgments that we can't make.

Commissioner Horn. Does the medical department personally phone the physician that signed the statement for the child?

Mr. Stenmark. I would say almost without exception, yes, sir. And probably has documentation in terms of medical assessments as well.

Commissioner Horn. But the medical department does not personally examine the student involved.

Mr. Stenmark. That would be a yes-and-no question, to the end that the child, in the eyes of our medical department, needed to be seen by one of our staff physicians, there is nothing which would dictate that that wouldn't be the case.

But I don't want to imply that every one of them is individually seen. There are a number of other components that come into this.

It is a staffing conference, if you will, to the end that our physicians confer with the physician of the child in question. Our physicians also confer with other members of the staff at the school, so that they can develop a best understanding of the youngster.

Commissioner Horn. I realize the quantitative data on this problem will be furnished with the record, and right now I'm interested in the process and the qualitative evaluation.

I take it, when the Health Services unit, which is part of your division, makes its evaluation on that physician request, that's come up through the student attendance office, and so forth, that that goes to you, does it, for determination. Who signs it, to decide the issue?

Mr. Stenmark. Ultimately it may come to my attention.

However, I would say if it happens to reach my attention in a direct fashion, it is because a decision was offered which was not an acceptable one on the part of a party, usually a parent.

Commissioner Horn. I'm trying to get at the administrative layer between the doctors and yourself, you are head of the division.

Who is basically reviewing your own staff doctors' recommendations?

Mr. Stenmark. Our office of pupil attendance.

Commissioner Horn. So the process is then this request comes in, signed by, I guess, the parent and the family physician or a physician, it goes to the office of pupil attendance; it is referred to your Health Services group for their independent evaluation.

Mr. Stenmark. That's correct.

Commissioner Horn. That judgment then goes back to the office of pupil attendance, and they make a basic administrative decision.

Mr. Stenmark. That's correct.

Commissioner Horn. Does that pupil attendance group also report to you?

Mr. Stenmark. No. It is an adjunct of Dr. Davidson's Division.

Commissioner Horn. Dr. Davidson, what happens then once the pupil attendance office has made this decision, does that come to you on appeal if the parent isn't happy with the decision?

Dr. Davidson. It would. And I think at that point we probably would review the whole matter, depending on the implications, whether there are legal complications involved, whether there are medical complications involved. We would again review with the appropriate staff people the nature of that decision to be sure that it had been adequately and thoroughly reviewed and then we would administratively make a final determination.

Commissioner Horn. And conceivably your decision is appealed to the Deputy Superintendent and it could be appealed to the Superintendent.

Dr. Davidson: It could happen that way or by the way we work, we would very likely sit down and view the whole mutually at the outset.

Commissioner Horn. Has any administrative decision ever been appealed to the Denver School Board?

Mr. Stenmark. Well, yes, from time to time many patrons appeal to members of the Board of Education.

Commissioner Horn. I'm going to ask that in a minute. But I'm thinking collectively, has a decision in this area by the administration who, let's say, denied the student a transfer, did not agree with the family physician or any other physician that was sought, has that administrative decision ever been appealed to the school board in their collective responsibility?

Mr. Stenmark. Not to the end that the Board took an action which was either a sustaining or an overriding action of the staff, but to the end that the Board of Education may have asked for a review as we have outlined here, yes.

Commissioner Horn. How much just in the daily operation, how much shall we say, political intervention occurs by members of the school board with the administration on behalf of particular student transfer requests that involve physicians' statements? Is there one call a day, five calls a day?

Mr. Stenmark. I would say that those calls go by fits and starts. Perhaps at the beginning of a school year you will have more of them than you would as the year is under way, because the anxieties usually appear at the beginning, or just prior to, rather than once the issue is decided; then they tend to level off and operate on that basis.

I would respectfully answer that in this fashion: that board member calls to the office of the Superintendent, to my office and I'm sure of Dr. Davidson, are more of "give me a review of the facts and the details of the case," to the end that I understand it, and on that basis I'm better able to talk with the patron of the district who appeal to me.

I don't see them as politically pressuring us.

Commissioner Horn. Counsel, let me say on elaboration of that earlier exhibit, it seems to me to request on this exchange the various decision points as to how many requests for a waiver, let's say, of attendance came in with the physician's statement, what was the initial action of the school attendance office at the Health Services Office, what then happened when it went back to school attendance, did it rise above that level? If so, where was the decision made, pro or con, just so we lay this out for the record, up through the Superintendent's level; and if the appeals are made to the board, include that.

I asked that originally two years before the desegregation order and since then, so we can see if there is a tremendous jump in this excuse.

I have found this in other cities. I found physicians apparently are talked into signing these statements. Often the child doesn't know, and what worries me, frankly, is later in life, 20 years from now, some statement like this gets out that the child "for psychiatric reasons couldn't relate to people in different cultures," and the damage that's being done here and the excuse to get out from under the system bothers me.

Chairman Flemming. Thank you all very much.

Your responses to the questions have been very helpful and to the point.

Thank you.

Mr. Glick. May I suggest to Dr. Horn, the staff has the survey instruments you are requesting; I have just entered them into the record.

Commissioner Horn. With the earlier statements.

Thank you.

Chairman Flemming. Counsel will call the next witnesses.

Mr. Glick. Mr. Chairman, the next witnesses are members of the Board of Education of Denver, excluding the President, Bernard Valdez, who is out of the country and therefore not available. The members are Omar Blair, Vice President of the Board; Mrs. Naomi Bradford; Mr. Robert L. Crider; Mrs. Katherine Schomp; Mrs. Virginia Rockwell; and Mr. Theodore Hackworth, Jr.

[Whereupon, Omar Blair, Naomi Bradford, Virginia Rockwell, Katherine Schomp, Theodore J. Hackworth, Jr., and Robert Crider were sworn by Chairman Flemming.]

TESTIMONY OF OMAR BLAIR, VICE PRESIDENT OF THE BOARD OF EDUCATION; VIRGINIA ROCKWELL, MEMBER, BOARD OF EDUCATION; KATHERINE SCHOMP, MEMBER; THEODORE J. HACKWORTH, JR., MEMBER; ROBERT CRIDER, MEMBER; NAOMI BRADFORD, MEMBER

Mr. Glick. For the record, would you please each identify yourself by name, occupation and address.

I think, Mr. Blair, or any other member, that it might be better if the microphone were hand held.

Mr. Blair. My name is Omar Blair. I am vice president of the Board of Education.

My job is equal employment opportunity officer for the Air Force Accounting and Finance Center, Lowry Air Force Base. I live at 2643 Jackson Street, Denver, 80205.

Ms. Rockwell. My name is Virginia Rockwell, 815 Vine Street. I was elected to the School Board in May '75. I am a housewife.

Ms. Schomp. My name is Katherine Schomp. I live at 680 Clarkson Street. I was elected to the School Board in May of 1973. I am a housewife.

Mr. Hackworth. My name is Theodore J. Hackworth, Jr., 3955 West Lynvale, Denver. I was elected to the Board of Education in May of 1971.

Mr. Crider. My name is Robert Crider. I reside at 2599 South Tennyson Way, Program Director for Denver Opportunity, and I was elected to the Board in May of '71.

Ms. Bradford. My name is Naomi Bradford, 3500 West Evans. I am a former teacher. I am not employed right now because every ounce of time that I can spare is used toward working to eliminate forced busing.

I was elected to the Board in May of last year.

Mr. Glick. Thank you.

I would like to begin with Mr. Blair, if I could.

In May of 1974, very shortly after Judge Doyle issued his order in the Keyes case which affected the school system of Denver, the Board voted unanimously to adopt a resolution instructing the superintendent and the administration to carry out the instructions and the order issued by Judge Doyle.

Can you tell me, Mr. Blair, what efforts the Board has undertaken to monitor the school administration in their efforts to carry out the order?

Mr. Blair. Very simply, Mr. Glick, the Board receives from time to time reports from Staff on progress being made in the various program efforts in the desegregation order.

I think it needs to be said here—and I haven't been to all the hearings—but this is a rather large district. It is rather complex, to put it mildly. There is a great deal of paperwork, so much so that if you don't watch it, it will bury you.

To say we—the Board—stay on top of most things would be—I don't think would be a fair statement. We have attempted in our own ways to do a creditable job of monitoring. We receive reports from the Community Education Council. We receive reports that are sent to the judge and the court every month by our staff, answering and addressing themselves to the various questions that the mandate of the court order in 1974 directed.

From time to time, there are questions that are asked by various Board members or by some of the citizenry, the parents of this community, as to what is being done by a specific item, and inquiries are then made by various Board members to the superintendent or the staff officer that is directly responsible for this particular problem.

It can deal with anything from lunch money to bus rides to whatever.

I think that the Board has tried to stay on top of a very, very emotional issue as best it possibly could.

MR. GLICK. Are you satisfied that the school administration is carrying out the spirit as well as the letter of the judge's order?

MR. BLAIR. No, I am not. I think that the administration is doing a better job now than it has in the past.

The political facts of life are that superintendents and those who work for superintendents in school districts are great political animals and they go with the wind, as so goes the majority of the Board, so goes the superintendent and staff.

In my judgment, many things could have been done over and above what was required by the court order to make the school district function more effectively and efficiently.

We have a school district, and you will probably ask the question later on as to why I think it is a good school district and why I think our desegregation order has been comparitively calmer than that of other cities we all know about.

I think that from this point on, perhaps I should say from May of 1975 on, when the complexion of the Board changed a bit and the control of the Board changed a bit to the thinking that we ought to educate children and stop having political footballs all over the place.

So in answer to your question, I think we could do a better job. I think we are doing a fair job now. I think that if we would use our imagination—"we" being the Board and the top staff, and I suppose the other administrators down to the principal's levels—we could do a much better job if we had some attitudinal changes. We have some attitudes that need to be changed.

MR. GLICK. Thank you, Mr. Blair.

I would like to ask Mrs. Schomp a question. Mrs. Schomp, Superintendent Kishkunas indicated that he felt that some of the innovative educational programs that he wanted to inject into the system because he is very much interested in good education have been set back in time, at least by the desegregation order, by carrying out that order.

Do you believe there is anything inconsistent between achieving quality education for all the children in the school system and desegregating the schools?

MS. SCHOMP. No, I don't.

However, I do believe that when you spend seven years of your energies and make the main focus of attention during those seven years fighting against integrating the schools, that innovative programs do cease to really be what you are seeking in a school system.

This is what has happened to this school system. Many innovative programs have been neglected, or there has been a refusal on the part of the Board of Education to deal with these programs with the excuse that they couldn't spend the money, that they had to spend it on integration efforts.

There has just been no time to deal with these kinds of things in many instances.

Mr. Glick. Thank you, Mrs. Schomp.

I would like to ask Mrs. Bradford a question or two, if I could.

Mrs. Bradford, your opposition to forced busing, as you call it, is a matter of public record. You have indicated that on the record of Board of Education meetings.

Ms. Bradford. As well as the rest of the community, not just me . . .

Mr. Glick. Mrs. Bradford, may I finish my question?

I would like to ask you how and by what method you would integrate the schools of Denver in the absence of pupil transportation?

Ms. Bradford. I don't believe that it is necessary to forcibly integrate any school system. I think the only necessity is to remove any forced segregation, and then we go beyond what we have to do and encourage integration.

But never to we force integration. I don't think that right belongs to this Commission or to a judge, nor to anybody else, nor do I believe that the Constitution even speaks to that.

Those who interpret the Constitution that way are people who obviously have seared consciences, either that or they are very misled people, which, as I sit here and listen to all of you, I think I have branded each and every one of you who have opened your mouths in the last two days as these types of individuals, because you seem to think you are doing the minority a favor.

You sit up there with your white skin and your education and your high salaries that we are paying and you seem to think that we appreciate what you are doing—that you are doing us a great big favor.

Our skins are darker than yours and we are going to be bettered because we mingle with people who look like you. We know we can mingle with you if we want to. I mingle with Anglos all the time; so does anyone else in Denver. We are not segregated in Denver, we never have been.

Mr. Glick. Mrs. Bradford, in the court's order, the judge found there was a difference in the educational opportunities offered to minority students in the schools of Denver and that offered to the Anglo or the majority students.

In the absence of desegregating the schools, what efforts would you have undertaken to improve the quality of education that was available to the minority students?

Ms. Bradford. You made a statement that I don't believe is true, sir. You said that the courts found that there was a difference in the education that was offered. I don't believe that is true.

Can you correct me or put me more on target of just what you are saying, because that is not true. The courts did not find that.

The courts found segregation. They said in this city—but at no time did they find, no upper court did, that is, Doyle said at one time that the core city schools offered an inferior quality of education, and the upper court struck that down.

To my knowledge, at no time has any findings of this sort been upheld in this city. In fact, this equal educational opportunity report that Mrs. Noel referred to so reverently does not really say the things she said.

I could hand it to you and let you read the parts that I have underlined. I have read it thoroughly. It says that the offerings were equitable, that the facilities were equitable, that the court's offerings and the materials and the schools were equitable.

It says the schools provided dollars, that the school system provided dollars to each school on the basis of a formula. That was equitable.

Mr. Glick. So in your view, the educational opportunity for minority and majority group students was equal in Denver prior to the court order?

Ms. Bradford. The opportunity was there, but I am going to agree—and I have been trying to convince other people in this system, mainly the superintendent—that there are children who are harder to educate, and therefore cannot achieve, and in fact I—unless greater efforts are put toward them—and I have brought with me facts today that I would like to present to you to show you this low achievement level of the children in our system, this low achievement that is being neglected. It is just being overlooked.

With your permission, I would only take about two minutes to show it to you. I have it on a chart.

I don't believe anyone else has shown it to you. It would be very significant for you to see the low levels of achievement in this school district that were there before the court order, that are there now. And then I wish you would ask somebody in this system what they are doing about it, because there are children, minority children, in this school system who are not getting an education, not because they are not offered the same opportunities as other children, but because they are—not because of the color of their skin, either.

It is because of economic conditions and other factors. It is not because dark-skinned people are not as brilliant as you are.

But I would like to show you these statistics. It would only take a minute.

May I have your permission to do that?

Chairman Flemming. Yes.

Mr. Glick. Yes, you may.

(A chart is shown.)

Ms. Bradford. What you see before you is the 19 majority schools that were paired with 18 minority schools. This pairing situation goes on right now. It went on last year. I would like to bring your attention to the bottom of the chart where the 18 minority schools are.

The 1972 test scores showed that in 19—that in the area of reading, that 77.7 percent of the fourth graders that were tested were below the national norms.

Wouldn't you say that is quite an astounding amount of children below the national norms? This is the average for these 18 minority schools.

Okay, '75 now. These are the latest test scores we have.

There are now—there is now a greater percentage of these students below the national norm. There are now 81.4 percent of them below the national norm in reading. In language arts, in 1972, 78.2 percent of those children were below national norms.

Now, the latest figures show that we have increased to having 80.2 percent of those children below national norms.

In math computation, which is our—really the problem of this system—systemwide, we are very, very weak in math.

In '72, 77.6 percent of the children in these minority schools were below the national norms. Now, 82.3 percent of these children are below the national norms in math computation.

I would hope that your Commission would look at those figures and say that this system has a problem. I had a problem before busing, but now after busing we are less able even to cope with it. We were making strides in that area, but the dollars are being used for busing.

Look at the top of the chart and see what has happened to majority schools that have been paired in these last couple of years. In reading—now you are going to see a little different picture than you saw down here.

In '72, 41.4 percent of those children were below the national norm. Now we have had a slight improvement; we have 40.6 percent of those children below the national norm. That is just a slight improvement. It is the only improvement that appears anywhere on this chart.

It should be brought out that the school board, before I was put on that board, had instituted some real intense efforts to bring about a raise in achievement in reading with reading package programs. My own daughter is in this program; it is a sensational program.

In the area of language arts, now, the majority children, once again in 1972, 43.8 percent of them were below the national norm in language arts. Now, in '75, a greater amount are below, 51.9 percent are below.

In math computation, majority children, 1972, 52.3 percent of them were below the national norm.

Now 56.1 percent of them are below the national norm. This is a composite of all the schools.

I have one more chart to show you. It will show you one school in particular. The reason I focus on that school is because that school is where my youngest daughter happens to attend.

This is a smaller chart, a little harder for you to see.

The "G" at the top stands for Gilpen. That is the predominantly minority school. The "J" stands for Johnson, which is sort of a joke, because the Johnson neighborhood I live in is a very well integrated neighborhood and it's about 50—50.

You will see 9 areas of testing. This shows the test scores for '72 and '75. The figures you see are the percent of children below the national norms. Those scores printed in red are scores that have dropped since the last time the children were tested.

Word knowledge, you notice the children at Gilpen—this the minority school—in 1972, 51 percent of those kids were below the national norm. Now 64 percent of them are below the national norm.

At Johnson, you drop from 30 to 37 percent. Total reading, 54 percent at Gilpen below in '72, now 67 percent are below.

Spelling, they managed to make an improvement as did the Johnson students. The Johnson students also dropped in total reading, as you all know. Reading comp, quite a drop; 42 percent below in '72 for Gilpen, now 62 percent.

Johnson students improved slightly.

In language arts, 49 percent at—in '72 were below for Gilpen, and now it is only 47, a slight improvement, but, however, the Johnson children dropped.

Math computation, quite a drop.

Like I said, that is the real problem area in this school system. 49 percent below, now 64 percent. Johnson dropped from 40 to 52. Math comp, from 58 to 61 at Gilpen, 41 to 42 Johnson.

Math problem solving, from 50 to 60 percent of the children below national norms at Gilpen, and in the Johnson area the children improved slightly.

Total math, a slight drop in both schools.

I ask you—since you are supposed to be making a real evaluation of desegregation and what is happening in Denver—I ask you, in view of those facts, how can any of you even talk about equal educational opportunity or doing anything for the minorities?

If you want to do something for the minorities in this school system, make a suggestion to your court or to Washington, whoever you have to make it to, that this system has to make scholars out of those children no matter what it has to do.

And if the Board that Rachel Noel was on or any of the rest of them were interested in improving education, that is what they would have gone into court for, to have a court order to take care of that mess. But they didn't. They went into bus kids.

VICE CHAIRMAN HORN. I would like to have as an exhibit in the record both of these charts at this point.

In addition, I would like to request the administration of the Denver public schools to provide their analysis of this information and any answers they might wish to give, and to also explain as background for this table what the national norms are, whether this is 50 percent above or below the norm, et cetera, and any other chronological data they feel would be helpful to the Commission in getting this matter in total context.

Chairman Flemming. Without objection, that will be done.

[The document referred to was marked Exhibit No. 24 for identification, and was received in evidence.]

Ms. Bradford. I would like to warn you this system has a habit of deceiving anybody and everybody it can as far as achievement is concerned.

If you had the time, if I hadn't monopolized so much of your time already, I have an exhibit that would prove just exactly that.

Mr. Glick. Can I ask you the source of the statistics you have just shown?

Ms. Bradford. On both charts, essentially, they come from the achievement test scores. By the way, I did bring them for you in case any of you would like to examine them and check my figures and see what you come up with.

[Counsel is handed documents.]

Mr. Glick. Thank you.

Ms. Schomp. Mr. Chairman?

Mr. Glick. Yes, Mrs. Schomp?

Ms. Schomp. I would like to interject here the caution to you as you consider these in the light of the integration effort or the busing effort or whatever, that you realize that these figures come from tests given a few months after full integration by court order went into effect; that the figures of 1972, or the scores go from 1972 clear through a whole period when, as I told you, we were engaged in putting all our energies into fighting integration and not into educating children.

Mr. Glick. Thank you, Mrs. Schomp.

I would like to turn to Mr. Crider, if I could.

Mr. Crider. Yes, sir.

Mr. Glick. Mr. Crider, your position in opposition to busing is known, and I suspect there are a lot of people who share your sentiments.

However, the schools have carried out the order that Judge Doyle issued two years ago, and it has been in a relatively—compared to other cities—peaceful manner. There have been no great hostilities and violence we have unfortunately seen in other cities.

To what would you attribute this peaceful desegregation of the schools in the face of the opposition that clearly does exist in the city?

Mr. Crider. Any school district, be it Denver or any other city who is financially independent as Denver is, we have the power to tax.

With that power is the opportunity to buy buses and integrate children and move them from here to there.

We have put security aides in the schools; we have put security aides on the buses; we have had in-service training. We have done a number of things as a school system to prepare for anything that might come up, and, thank God, it did not come up.

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But I think even greater than that, you have a community in Denver that has said we will wait until the appeal process is through, we will go through the courts, we will use the legal channels and then we will abide by the law.

When I went on the Board, we had 96,000 students. Today we have 21,000 less students We have lost sometimes as high as 100 a week. We haven't had the violence, but we have had the decline.

Any school district, sir, any school district in this country can run a transportation system. That is not the problem. Any school district can run an in-service for teachers; that is not the problem.

But to run those two systems and at the same time educate children, to maintain them in this system and to keep them in the city, that is the problem.

I would ask this Commission, if they really want to do a service to this country, to come back to Denver and Boston in two years and re-examine the facts and re-examine what has happened to our educational system.

If it is proven, then so be it, and endorse it.

If it hasn't, then say that, also and let us not use these children we are experimenting with today on a continuous thing without some definite proof.

Dr. Coleman, who was the prophet of this whole system, now says it didn't work. He's come full circle in his thinking.

I would ask you to—either this Commission or another commission to come back and do the same thing, to look it over again and let's actually get a true result of what we are doing.

Mr. Glick. Mr. Crider, could I just follow up with one question that puzzles me and always has?

There is objection to the use of people transportation in the context of school desegregation, but clearly people transportation is a commonplace factor in American education.

I believe something like 50 percent of the children who go to school do so through means of some kind of publicly provided transportation, either city transportation or school provided transportation.

What is the difference, what makes the difference in the bus ride? The bus ride is the same.

Mr. Crider. The difference is the 50 percent you refer to is, in my opinion, not an urban education system. Some cities don't even own a school bus until they get into court litigation. You get into the rural areas and there is a lot of busing, no doubt.

It is a means of getting to the school that the people choose to go to. The people in Denver aren't choosing to go to the school they go to. They are choosing to live in a neighborhood—they buy a home, then the court says, "You get on that yellow bus and go to that school." That is the difference, the right of the individual to choose where his child goes to school.

Mr. Glick. Thank you.

I have no further questions.

Mr. Hackworth. Since I didn't have an opportunity, I would like to read a statement into the record so my concerns in this area will be noted by the Commission.

Mr. Glick. We are very limited. I hope it will be brief.

Mr. Hackworth: It will be.

The late President Kennedy stated, "Ask not what your country can do for you, but what you can do for your country."

As a commission reporting to the Congress and the President, the greatest thing this Commission can do for our country is to report to Congress and the President that the people of Denver are complying with the desegregation order of the federal court.

But you should include in your report that the compliance will probably destroy the entire educational system as well as the credibility of our system of government

Congress should take immediate action to change the court's ability to impose such unconstitutional orders upon you and me, the citizens of our nation.

The Supreme Court has recognized in its Swann decision that courts do not have the ability to operate public educational systems. Yet the Supreme Court will not countermand the desegregation order of the Denver District Court.

Thus, it usurps the management of the Denver public schools through its properly elected officials.

There is a constitutional process which assures citizens the right to remove elected officials. If exercised, it also prevents dissidents and small minority factions from controlling our government.

By circumventing these safeguards, the district court has, in my opinion, allowed a 20 percent dissident group to capture control of the Denver public schools.

In my opinion, this is very wrong.

Thank you.

Chairman Flemming. I am going to ask each member of the Board to whom a question has not been addressed if she or he desires to make a statement to the Commission at this point.

Ms. Rockwell. Thank you, Mr. Flemming.

I think I am the only one in that category at this point.

I think you have seen a demonstration of one of the reasons for the slowness and some of the political realities this Board operates under as far as the consumption of time on this that are perhaps more political than educational.

I would like to caution you on one thing which Mrs. Schomp referred to, as to the accuracy and the source of the statistics that have been presented to you.

I want you to know that those are not official Denver public school statistics unless they are presented by them.

I think perhaps the answer I know you all are searching for—one of the reasons things are going well in Denver, and on balance, I think they are. I think Dr. Kishkunas referred to some of the demographic factors that make this city unique. You really cannot compare Boston and Denver. There is an age difference and density difference, ethnic make-up, and a good many other things that make the difference.

However, I do want also to point out that our administration, guided by the majority of the Board that was in existence prior to last May, obeyed the wishes of that Board and have done nothing but minimal kinds of implementation of the court order.

I think, Mr. Glick, you asked someone earlier on the staff as to what additional programs had been undertaken. Mrs. Schomp referred to it as well. There are very few of those. The East Manuel complex, for instance, has been implemented in a minimal manner, where there is one barrier after another to the success of that program. It is finally getting off the ground.

I think you will hear from some of the students tomorrow that have demonstrated. But I think it is important to realize that in spite of staff foot-dragging, in spite of attitudes in the community represented by the demonstration outside, we have done a fairly good job.

But I think we have a long way to go. We have the remand of the court order which will be making some major changes before September, and I am hoping the district can come up, without using Dr. Finger as a scapegoat, with a positive, committed kind of plan that is going to go forward with education for all the children in the city.

Thank you.

Chairman Flemming. Thank you.

Do any members of the Commission have any questions they would like to address?

Commissioner Ruiz. I would like to make one observation. It was indicated that we are high-salaried people. We are a citizen committee. I am a lawyer. I don't receive a salary. The other members of the Commission are educators as well as another lawyer, and a person who dedicates himself to religious avocation.

We have all gotten our own independent jobs. We are just like ordinary citizens. And we don't work at this. That is why we are very objective. When testimony is given before us, we want both sides, no matter where the chips fall.

Now, what we are trying to look for in statistics, we are trying to look for trends. We have no enforcement powers. Predicated upon evidence that is brought in, we make suggestions, recommendations to the Congress and to the President of the United States.

I just wanted to get that out of anybody's mind that might be here.

Chairman Flemming. Thank you.

Ms. Bradford. Sir, I would like to thank you for that.

Vice Chairman Horn. Let me briefly ask each member of the Board—it shouldn't take more than 10 seconds. This is based on the premise—I can't think of a more difficult position, a more honorable one in American society than being a member of the local school board.

You don't receive a dime in most cities for this, or most counties. You have nothing but complaints, no matter what you do, and I understand that.

Just for the record, I would like to go down the line and find out those of you, starting with Mr. Blair, who have children K through 12, and are they are in the Denver public schools or did you have some that graduated from the schools? Just a brief statement.

Mr. Blair. I have three. Two have graduated from the Denver public schools, one teaches in the Denver public schools now.

The third is a sophomore at East High School.

Vice Chairman Horn. Mrs. Rockwell.

Ms. Rockwell. We have three. Two graduated; the youngest is a senior at East High.

Vice Chairman Horn. Mrs. Schomp.

Ms. Schomp. I have six children, all of whom have attended the Denver public schools. Some have gone to Beyers, some to Maury, and all have gone to East. They are all out of the schools as of last year.

Vice Chairman Horn. Mr. Hackworth?

Mr. Hackworth. Yes. I have three children of my own; two have graduated since I have been a member of the Board. I have five nieces and nephews and a very close-knit family who presently all attend the Denver public schools.

Vice Chairman Horn. Mr. Crider.

Mr. Crider. I have two children in Denver public schools, one at Dowe Elementary and one at senior high school at Lincoln.

Vice Chairman Horn. Mrs. Bradford.

Ms. Bradford. Before I answer your question, I want you to know I do have some remarks on bilingual I would like to make before you are through questioning us, because the gentleman on the end said he is interested in hearing both sides. I am sure no one has told you the other side of bilingual.

As far as my children, yes, I have three in the Denver public schools.

Vice Chairman Horn. They are the three in K through 12 now?

Ms. Bradford. Yes.

Vice Chairman Horn. All in the Denver public schools?

Ms. Bradford. Yes.

Vice Chairman Horn. Thank you.

Chairman Flemming. We definitely, as my colleague has indicated, want to be in a position where we can hear both sides. We are in somewhat of a time bind right at the moment, and the time allocated for this presentation ends at 4:20. It is 4:20.

There are quite a number of organizations in the community that are to be heard from now until 6:00 o'clock.

If you have a very brief statement that would not take more than 3 to 4 minutes, I would be glad to hear it at this time.

If you have the statement written, I would appreciate your submitting it to us with the understanding the members of the Commission will read it and consider it along with other testimony offered in this area.

Ms. Bradford. I do not have it written, but I do have the facts in front of me.

I talk very rapidly; I can cover it very, very quickly.

Chairman Flemming. I recognize Mrs. Bradford at the moment.

Ms. Bradford. Okay.

Essentially, I think the main thing to be brought out is that there are very few children in the Denver public schools in this urban setting who do not speak English or who have any difficulty with English.

I have here a list of the children by schools who need any type of program that would be provided for children who do not speak English or who have difficulty in the English language.

In addition to that, I would like to say there was a five-year pilot program conducted at Del Pueblo. We had bilingual, also by court order, in several schools, giving us a total of 6 schools.

A comparison of those 6 bilingual schools which are predominantly Hispano schools with the other 14 predominantly Hispano schools in the school system that are non-bilingual, show that in every instance of testing that the bilingual schools, the children in the bilingual schools scored at a lower median percentile than did Hispano children in a non-bilingual setting.

I will provide you with all that material.

One other thing about Del Pueblo, some quick statistics.

In three years—first let me say I went to the cumulative records of children to find out which children had been in the program for the full four years, and I found 19 such children.

The records show that in three years time, the children made progress. Some children only made four months' progress in reading, some six months, some seven, some a year and five months.

The average was about a year and a half progress in achievement in reading. That is what the bilingual program did for our Hispano children in Denver.

I will provide you with all of these statistics.

In addition, let me say one last statement, then I am through. That all of the Hispano schools that had the bilingual program, in almost every area of testing they scored lower than they did before they were bilingual schools.

The reason I oppose bilingual/bicultural for any children other than the child with monolingual or truly linguistically different, is because it is hurting our children, actually causing them to achieve at a lower rate.

Thank you.

Chairman Flemming. Mrs. Schomp? You had a comment?

Ms. Schomp. I don't think—I don't feel that there have been some things said that need to be said. I have sat here through a good portion of the presentation, and I have heard some very positive things said, and some of them I concur with.

However, it seems to me that there have been some things which haven't been said that need to be said. My people who have been on the Board of Education during the implementation of this court order—and with your permission, I would like to say these things, or some of them, anyway.

Vice Chairman Horn. I think you should.

Chairman Flemming. We will be very happy to hear you.

Ms. Schomp. The first thing I wanted to say is that it seems fitting to me that in this year when we are celebrating 200 years of a great social experiment, that you are choosing school integration as something that you want to give your attention to, because many people who are opposed to school integration refer to it as a social experiment, and I do agree with them.

It is a social experiment and a great one that goes along with what we are doing. It has long been my conviction that we cannot have education without including integration as one of the components of education.

Implementation of the court order has been a responsibility of the Board of Education. As a minority member of the Board during the first two years after the order came down, I have witnessed what happens when you introduce massive change into a school system with a staff implementing it which has been working full time in opposition to integration, and which is responsible to a Board of Education dominated by avowed foes of integration.

The fact we have had as little disruption in the community as we have had is miraculous, although we have had support from the many citizens who cared about the community regardless of their commitment or noncommitment to integration, the leadership in the community was less than positive, in spite of some of the things you have heard.

There were token gestures made by the mayor, by the chamber of commerce and by the business community.

The mayor, however, ran on an anti-busing platform and the chamber of commerce resisted many requests by individuals and groups to lead the community in responding to the court order.

The University of Colorado finally stepped into the breach and held a conference to which Father Kerr referred, and out of which grew PLUS, one of the positive things.

The superintendent of schools almost never made a statement about the schools which was not prefaced by a reference to his disapproval of the court order. The wisdom of the judge in providing for a monitoring body and the positive efforts of the PTSA leadership and the activities of PLUS were the positive things that should be referred to.

Some of the negative things—and I will say them quickly, but they need to be said.

The reference to bilingual/bicultural education repeatedly as a problem area, when 28 percent of our children are Hispano and have Hispano heritage and should not be a problem and should be an advantage and something of which we are taking advantage constantly in this school system.

A continual lack of integration as compared to desegregation.

The practice by the school system of blaming every problem in the schools on the desegregation order and refusing to attempt to remedy them on these grounds.

A refusal to devote sufficient resources of personnel, time and money to helping school personnel and parents deal positively and humanely with integration.

A refusal to establish some kind of communication with the CEC, thus failing to take advantage of a tremendous community resource.

A refusal to present any meaningful plan for integration at the time when they were asked to present it, thus making it necessary to employ Dr. Finger, who was one unaware of many of the subtleties and peculiarities in the city.

I do appreciate your allowing me to state that.

Chairman Flemming. We appreciate the benefit of your comments.

Mr. Crider. Chairman Flemming, perhaps someone should have warned you never get six Board members at the same table with two mikes, because it usually ends up in a cat fight.

Chairman Flemming. This is a six-member Commission, you know.

Mr. Crider. I realize that, but Mrs. Schomp speaks for Mrs. Schomp.

Being one of the senior Board members, we weren't pledged to disrupt integration.

If you look back through the records, we did a lot of things we thought were good, positive things.

The prior Board said you couldn't do construction. We passed a bond issue, we did a lot of things. To paint a picture that the Board sat there and deliberately went out of its way to put a stop to integration is a wrong picture.

To say Denver leaders, including His Honor the mayor, ran on that platform, that is a wrong statement.

Mrs. Schomp speaks for herself. Each member of this Board speaks for himself. We do not have a spokesman. We are an independent body and hope we always will remain that way.

Chairman Flemming. I gather there are differences of opinion.

Mr. Blair. If I may, and everyone else on this illustrious board is finished, I would like to summarize.

Ms. Bradford. Yourself, only. Don't speak for us.

Mr. Blair. What I would like to say, Mr. Flemming, you have seen the performance, so you know what we go through.

Let me say what Mr. Crider says. He and I agree on some things once in a while. One of them is that nobody speaks for this board, including Mrs. Bradford.

Now, there was a statement made in this hearing room the other day alluding to the fact that the Board of Education, this present Board of Education, did not believe in bilingual/bicultural education. That is not so.

There are four members and that is the majority, and that is what runs this Board who believe in it. We are trying to be positive about the kinds of things we do in this school district, and I mentioned earlier in my dissertation that attitudes are the things we are working on because if we don't change them from the top down, it won't happen.

Everything that is done in this district is done under protest or resistance by the administration, and so forth. That is changing. It is changing because the four votes on the Board now are for busing, if it has to be said that way.

It is actually for quality education.

What Mrs. Schomp said is true; if you don't believe it you can buy a Denver Post and look on the front page of it, and you will see Mayor William McNichols with his arm around someone in front of a school bus. That is what he ran on, an anti-busing platform. So that is fact.

I want to thank you for coming into Denver on behalf of the school district, and I think I can say that as vice president of the Board. We appreciate your looking into it, and I want you to look at the statistics. We have a statistical area down there—I am sure you have been provided with many statistics other than those a Board member attempts to whomp up by themselves and interpret.

This is their right and prerogative.

You can look at them. I would caution you to look at the official statistics because those are not the official statistics of this district, in any fashion.

We have a problem in this town and we are trying to overcome that problem.

The problem we have is that we have a lot of young people who cannot read and write. They have gone through this system year in and year out, and year after year, and they have not been able to read and write, long before busing, long before forced, mandatory cross-town busing reared its ugly head we had kids who were not achieving.

Now, I would like as a member of the Board to turn this thing around and deal with educational opportunities and try to teach these young people how to do these kinds of things.

We are not going to be able to do that, we or no one else, as long as every issue that comes up is laid to the bus. Every issue that comes up becomes a political football.

I don't want to take any more of your time, and I'm sure you haven't heard the last from this Board.

But I appreciate very much the time that you allowed us to say a few things to you and let you get some other viewpoints.

Vice Chairman Horn. One sentence, Mr. Chairman.

Mrs. Schomp said something I think is tremendously important here, and Mr. Blair just underscored it, and too often we ignore it everywhere in this country. That is we try to tie cause and effect into some of these situations very unjustly.

The fact is, we have problems in American elementary and secondary and higher education that have emerged in the last 10 or 15 years that have absolutely nothing to do with desegregation.

One of the two most prestigious universities in America is the University of California at Berkeley. They take only the upper 12—1/2 percent of California high school students. In the last few years, the reading scores have substantially fallen and the passing of the English tests.

This is a national phenomena. It occurs in completely isolated communities where they haven't seen one black, brown, yellow or red. Part of it could be television, et cetera. But that is what we ought to try to disentangle in some of these statements.

Ms. Schomp. My children were in the school for 28 years and I can testify to what you have said because I witnessed it, and it wasn't integration that caused it.

Chairman Flemming. I am sorry. I am going to have to bring this discussion to an end. I regret it very, very much. Personally, I would prefer to have this dialog go on for a couple of hours. But in fairness to others who have been invited and subpoenaed, I am afraid I must bring it to an end and express to the members of the Board our appreciation for being here, and express to each one of you as individuals our appreciation for your stating your own view very frankly. I think we do have a picture of the approach of the individual members of the Board to this issue, and it is very helpful.

Thank you very much.

Mr. Glick. The next witnesses for the day, Mr. Chairman, are representatives of the community organizations. They include Mary Snyder of the Capitol Hill United Neighborhood and Denver East Central Citizens Association; Mr. Everett Chavez of Concerned Citizens for Equal Education; Ronald Bradford, a Citizens Association for Neighborhood Schools; and Mrs. Catherine A. Crandall, Parents, Teachers and Students Association.

Will you all please come forward.

[Whereupon, Mary Snyder, Everett Chavez, Ronald Bradford and Catherine A. Crandall were sworn by Chairman Flemming.]

TESTIMONY OF MARY SNYDER, CAPITOL HILL UNITED NEIGHBORHOOD—DENVER EAST CENTRAL CITIZENS ASSOCIATION; EVERETT CHAVEZ, CONCERNED CITIZENS FOR EQUAL EDUCATION; RONALD BRADFORD, CITIZENS ASSOCIATION FOR NEIGHBORHOOD SCHOOLS; AND CATHERINE A. CRANDALL, PARENTS, TEACHERS AND STUDENTS ASSOCIATION

MR. GLICK: I'll ask Assistant General Counsel Frederick Dorsey to do the questioning of this panel.

MR. DORSEY: I would ask you all to please state your name, address and occupation, and also, if you will, your length of time in Denver to give us some idea of your relationship to the community.

MR. BRADFORD: My name is Ron Bradford. I work for RTD. I've been here 29 years.

MS. SNYDER: My name is Mary Snyder. I'm a native Denverite. I have 4 children, 3 in the Denver public schools, one at Morey, 2 at Stephens Elementary. My children are third generation Denverites.

MS. CRANDALL: My name is Catherine A. Crandall. I was born and raised in Denver so I have been in the Denver area all my life. We have just recently moved out of the Denver area, however.

MR. CHAVEZ: My name is Everett Chavez. I have been in Denver since I was 3 years of age. I went to some of the Denver public schools and parochial schools. I was a public school teacher in the Denver system for 3 years. And presently am a doctoral candidate at Denver University in the Department of History.

MR. DORSEY: Thank you very much.

I'm going to ask each of you known to be very active in your own organizations and active in relationship to the schools of Denver, I'm going to ask each of you how your organizations have been involved in the school desegregation process. And I would like to start with Mrs. Crandall, if I may.

What was the PTSA response to the school desegregation order in 1974?

MS. CRANDALL: Well, as a whole—the whole community of Denver had very mixed emotions about it. The executive committee did vote as a Board that they would send out recommendations to the school at which they would send suggestions as to things that each local unit could do within their own schools that would help the incoming people feel more comfortable with the situation, get to know the people within that school better. It was more of a public relationship-type of campaign that we tried to get going so that people would relate better to each other when the school year started.

MR. DORSEY: Did your organization take any official position in relationship to school desegregation?

MS. CRANDALL: No, we have not, and the only way that we would be able to do that would be to poll every member that belongs to the PTSA, which we did not feel at this point in time would necessarily help any of the things that we felt should be accomplished at that time. So it has never been taken.

Mr. Dorsey: Mr. Bradford, how is the Citizens Association for Neighborhood Schools involved in the school desegregation process?

Mr. Bradford: We are not involved in the desegregation. We are involved with forced bussing.

Let me make that a little bit clearer for you. First I want to commend you and the Commission here. I have read the majority of your books, specifically "Mexicans in the Southwest," "Desegregation in Ten Communities," "Desegregation in Five Communities," you know, all of these books that you have written. And I really have to commend you for driving so many people out of the cities through white flight because they're now getting an education in private schools. And I think that's terrific. I commend you for it.

But CANS is not actually involved in desegregation at all. We are involved with forced bussing.

One of the problems we are faced with in this country is the propaganda that this is the law of the land. It never has been the law of the land. It's a court order, nothing more. It was a court order in 1954. It was a court order in 1971. In Charlotte and Mecklenburg. It was a court order here in Denver here in 1969 and it has been a court order. And the Supreme Court ruled on those court orders. If the law of the land through the Congress of this United States ordered bussing from Hawaii to New York, that would be the law of the land.

Mr. Dorsey: In relationship to those court orders about which you spoke, can you tell me what, if anything, your organization has done either to help implement those orders or in fact to take opposition to those orders?

Mr. Bradford: We have done nothing in opposition to any of the orders. We oppose, and rightfully so, under the First Amendment our feelings of court ordered bussing, and we have followed that procedure.

We have done nothing to oppose the court order. We have done nothing to tell parents to disobey the court order. We have told parents the opposite, that the court order is here, it is the law of this city because it is a court order, therefore, we have to obey that court order. But that's what it is. It's not the law of the land.

Mr. Dorsey: But you have been active in attempting to have the citizens of this community in fact obey the law as it has been handed down by the district court?

Mr. Bradford: Obey the court order, that's correct.

Mr. Dorsey: Have you also had any activities involving attempting to change the law as you see it to what it should be?

Mr. Bradford: Are you referring to a constitutional amendment?

Mr. Dorsey: Yes.

Mr. Bradford: Yes, we are moving toward a constitutional amendment. We are putting our efforts into the legal area. We do not believe in any type of violence. We do not believe in covert or overt activities as some people may believe in. We do not. We believe in doing everything within the framework of the law as we see it and as the United States has been for generations, and we are going to continue to work for a constitutional amendment in that guideline.

Mr. Dorsey: Do you also engage in educational activities to inform the community about the various aspects of court orders and school desegregation?

Mr. Bradford: Very much so. We do research. We have done research on your organization, for example. We do research on everything.

For example, 21 hours of your testimony is by pro-bussers in this thing, and three hours by anti-bussers. And I've got a history on every one of them. There are court cases clear back from 1962. I've got stacks of school board hearing books, the board meetings, with all their names all the way down the line. So we do research and then we put it out to our CANS people.

Mr. Dorsey: Thank you very much.

Mr. Bradford: Mrs. Snyder, could you tell us what projects the CHUN-DECCA organization conducted in response to the court-ordered school desegregation?

Ms. Snyder: First of all I'd like to make a comment about white flight. There are many of us who have lived in Denver for years. I myself. We are not flying from our city. We love our city. That's the reason we're staying there.

And we have many problems living in the inner city neighborhoods of Denver as many others in inner city neighborhoods experience. We fight these problems in every year, from the city administration to the school administration.

When the court decree came out, our getting together really started in January of '74. Many of us as PTA presidents and as parents involved in the schools have been trying for years for a change in our inner city schools. They were not equal. The children were not receiving opportunities in education, nor in the facilities in which they attended school.

We did not realize what our school officials actually thought of our inner city schools until January of '74, when their plans for desegregating the city included closing eleven of our inner city schools. This let us know how they felt about it.

We immediately got together, representatives and people from all over the city, even people who were not involved in these schools threatened with closure, we had formed our Save Our City Schools Committee.

We solicited support and encouragement from people all over the city with regards to survival and struggle within the inner city. Judge Doyle's court order that was brought out did not include closing of these schools. In fact, it included keeping them open.

It was discussed by many people and decided while we were working on our Save Our Schools Committee that we wanted to have a committee continue to work for inner city schools. I as the PTA president had experience at that level and knew that that was not strong enough.

I was appointed to the Education Committee of Capitol Hill United Neighborhoods. From there I went to Denver Central Civic Association. They did not have a working education committee. I suggested the two civic organizations in Capitol Hill get together and form a joint education committee. This was done.

People from eleven of our inner city schools and the Capitol Hill area started getting together as soon as the court order came out. We started working together. We worked right off in forming different committees to solve problems that had come about in our neighborhood involving the court order. They involved boundary problems, transportation problems.

We wanted to do all we could to alleviate the fears that many people in this city had regarding their children being bussed into our inner city schools. Many have been considered ghetto schools. We wanted to try to do all we could for a peaceful transition to the court order.

One of our committees was a student orientation committee. And I have lists that I would like to give to each one of you. Not just saying to you that this is what we did and this is why there was a peaceful transition. I think if there are any accolades to be given here in Denver, they should go to the families that we have living here in Denver.

We have a very high quality of families. We have people that are interested in the inner city of Denver, willing to work with that city and for it, and they're interested in the safety and good education of our children.

We took many steps in going into the neighborhoods where the children were going to be bussed into our schools. Some of these steps that we took were, for instance, going door to door to the families of children coming into our schools introducing ourselves and welcoming them into our schools. We did this in several neighborhoods.

We encouraged PTAs to have host families formed in the neighborhoods. We encouraged coffees in neighborhoods. Coffees were given for families in our Capitol Hill neighborhood and also in areas such as Bear Valley in northeast Denver for children who were being bussed into Morey Junior High School. We had carnivals and open houses at schools.

The first day of school and the first couple days of school parents would go into the satellite neighborhoods and ride the busses with children coming into our schools. These were some of the activities we did.

As far as educating the community, there was nothing coming from Denver public schools in the way of coordinating activities in the communities. We knew we had to do it on our own. We wanted to educate the public as much as we could as parents. As to the schools, the type of schools that their children were coming into, and the court order.

Before school was out in May 1974, we decided to have a forum at Byers Junior High. We did not want to have it in Capitol Hill. We wanted to have it closer in a more centralized area going further south.

We asked the school administration if they would help us with this. We asked if they would send flyers through the schools notifying people that we had formed this committee. We were going to work in positive ways to see that the order was going to be implemented.

We were not allowed to put these flyers through the schools. This was denied to us. Therefore, we ran up the flyers ourselves and we got in our own cars and we went out to all of the elementary schools in Denver and left our flyers asking the principals to send them out. We have no reason to believe that any of these were sent out.

The turnout at our forum was a very, very small number. At the forum, we had planned to give out ideas that could be taken back into the neighborhoods of the schools of what could be done to help with this transition. We had explanations of the desegregation order to hand out to people. Our education committee got together and drew up all of the good programs that Denver public schools have to give out to people.

As a result, we in some ways, just with the few people that did come and ask questions, we felt we had done some good. We decided to have another forum in August in Capitol Hill.

This forum, we had slide shows, we had support from the Commission on Community Relations, in that they had a slide show drawn up of the desegregation order, and they would show that at our CHUN-DECCA meetings for us, and we also had this available at our CHUN forum.

I have to say that we were very disappointed as parents because we did not have support from the news media in what we were doing. We wanted people just to come into our schools, we wanted them to know what we were doing. We did have people from the southeast Denver schools come to our meetings and take ideas back to the schools. But when it came to something like the forum, all twelve principals from our schools came, which we were very pleased about, but it was a very, very small show of people.

In some ways we were pleased. It showed that maybe people weren't as dubious and afraid to send their children to our schools as we had heard. So those are some of the activities that we did in Capitol Hill.

MR. DORSEY: Thank you very much.

Mr. Chavez, I wonder if you would also relate the activities of your organization in relation to the school desegregation process.

MR. CHAVEZ: The Concerned Citizens for Equal Education was formed this past summer in 1975. And like any organization, it consisted of people that had various family, familial, and communal type of attitudes and interests.

Our particular interest was with the news coverage of certain types of attacks on various parts of the court order, in particular bilingual-bicultural education. I personally have a commitment to that, and will address myself to that in particular.

But the organization also addresses itself to the implementation of the court order, and to affirmative action. This past summer in spite of the fact that there are a number of organizations in the city that were helping to ease any problems that might arise in bussing or school desegregation, it was apparent to a great number of people in this city that in spite of these efforts nothing was really being accomplished in terms of bringing about implementation of bilingual programs.

There were very clearcut attitudes from the school school administration that they would do the least possible to implement the programs. There were attacks by various organizations in the city on bilingual-bicultural programs without any due knowledge of such programs. Thus our organization was formed.

The types of activities we have been involved in are educative ones. We have held forums like the other organizations have held, speak-ins, teach-outs, a number of other types of community activities.

We are a multi-racial organization that includes educators, administrators, parents, teachers, students. All of us are concerned, as I mentioned earlier, with quality and equal educational opportunity.

Mr. Dorsey: Again, Mr. Chavez, if I might, could you tell me in your own opinion as a person active in the community from your perspective what the perspective in Chicano community is toward school desegregation as you view it, as you have come in contact with it?

Mr. Chavez: Well, I think first of all we should probably clarify the term. There are various elements in the City of Denver that are Spanish-speaking or Hispanic in background that would not accept the term "Chicano." There are some that would not accept the term "Spanish-American." There are some that would not accept the term "Hispano." There are some who would not accept Mexican or or Mexican-American and none of us accept the term "greaser" or any derogatory term. So I don't think that any one individual in the city can address himself to the total picture, to this total population group.

Nevertheless, I think there are certain elements within our community that have already articulated their feelings about school desegregation. And primarily that initially it was not viewed as a brown and white and black issue, but primarily a black and white issue.

The court saw fit to maintain five elementary schools that were predominantly Chicano or Hispano, saw fit not to desegregate those. But the Supreme Court has saw fit that integration is primarily—the direction that this city should go instead of perhaps maintain pluralistic schools. I don't necessarily agree with that.

However, if I were to articulate myself, I feel that school desegregation, all three elements of it, the integration of all the schools by all the children, the implementation of bilingual-bicultural education programs which may not be part of the order, but affirmative action are elements that this entire community can live with.

Given the right types of attitudes and the right types of direction and the right types of leadership from responsible people who are concerned about the total city and not simply the maintenance of privilege, of eliteness, et cetera.

I don't have to explain affirmative action to you. If we had a truly democratic society working here in this city we wouldn't be stuck with such figures of less than 4 percent of our public schools teachers are Spanish surnamed. Or that we only have one American Indian teacher. That all of the faculty teaching on the administrative staff does not reach the composition of this city.

So in general, I think there are more articulated among our community different ideas about the desegregation plan. But we saw in it, I think the Chicano community saw in it, most of it, perhaps a means and an avenue of recreating something that we had lost in a number of ways, urbanization, industrialization and particularly our culture, and perhaps we could reconstitute through academic endeavors some of our cultural losses.

Now, I think all groups in the city will probably admit that they would like to reconstitute their cultures a little bit, and kind of unify their people and I think the Chicano community reflected that as well. So we were very receptive, and I would say that the overwhelming majority of the people in this city, Chicano, black or Anglo-American are receptive to bilingual-bicultural education, are receptive to integration, and the organized effort of a small group of people in this city who are anti-desegregation and and the other elements of the court order are in fact that, a very small minority, but nevertheless they're very well organized and they have funds so that they're very vocal, and they appear to be very, very large.

As a result, the Chicano community I think perhaps has not been able to organize itself along those lines as well as say some of the other organizations have or those other communities. But there is a sentiment, a strong sentiment in my opinion that desegregation, that bilingual-bicultural education and affirmative action, by God, is a constitutional right of our community.

Mr. Dorsey: Do you incidentally also see this phenomena in this school desegregation as connected with the evolving movement of nationalism within the Hispano or Chicano community?

Mr. Chavez: Yes, I think that's a very obvious thing, and I think again it has caused problems within the Chicano community itself, or the total community. There are those, again, that do not feel that reemphasizing your particular difference, whether that be linguistic or culturally, that that's a very smart idea, because on certain occasions it causes problems. Right?

When you have a school board, for example, that was notoriously antibilingual-bicultural education and integration, when you have an administration that has drug their feet for the past seven years, that continued to drag their feet and to put forth every stumbling block possible in the implementation of these programs, I think that it is obvious because there are these types of things happening, that nationalism does become an important factor to the people here in the city, although not all Spanish people really would care to reconstitute their culture or their language.

Some don't care to learn their Spanish language again. Some don't want to have anything to do with Chicano culture, but there are those who do. And as I mentioned before, I think it is an overwhelming majority of the community, the Hispano, Chicano, Mexican, Mexican-American community do wish to maintain cultural affinity, one with another, do wish to create some type of a common community based on our culture and language.

We do wish to share our knowledge, our world view with that of the white population, the Indian population, the Asiatic population and the black population in the city and we feel it has a very important part in the total educational concept and focus for all the children in the city. We have much to give.

MR. DORSEY: Thank you.

Mrs. Crandall, I would like to ask you, what in your opinion are the factors that contributed to the school desegregation experience in a positive manner?

MS. CRANDALL: Well, first of all, it has stemmed from the attitude the principal carried forth to the teachers who in turn affected the students and parents coming into the school buildings. It was a continuing type cycle that had to be initiated.

There were some schools at which the principal was not supportive to the kinds of things that were happening within that school. And not very much did happen because of this.

Schools that had good administrative leadership were able to correspond better with the teachers within that school building who were then able to transmit, now, their feelings to the students and parents within that building, so that they could proceed on a much more harmonious basis than they would have if the total had not been part of the whole picture.

MR. DORSEY: Thank you.

CHAIRMAN FLEMMING: Mr. Horn.

VICE CHAIRMAN HORN: No questions.

COMMISSIONER RUIZ: Mr. Chairman, I'd like to make a statement. I would like to address this statement and my comments to Mr. Bradford to clear up a point such as referenced was made to our alleged salaries.

Now, we have been commended by Mr. Bradford's research for driving people out of the cities into the suburb areas. This is the first time we have been given credit for this phenomena that has been going on for more than 60 years, long before we came into existence.

Our Commission was mandated by the U.S. Congress to do a job. What the Congress enacts is the law of the land. Our studies have included in the area of civil rights the administration of justice in the field of employment, in equal rights for women, equal rights for poor people without reference to race or ethnicity, the rights of the aged.

It might be well to include as the law of the land, in addition to the 1st Amendment sir, the 14th Amendment, which is the law of the land as referred to as the equal rights amendment.

I just wanted to make that clarification.

Mr. Bradford: May I respond, sir?

Commissioner Ruiz: You certainly may.

Chairman Flemming: Yes.

Mr. Bradford: First of all, taxpayers' dollars are paying for this room even. And this is the way I look at everything is how the taxpayers' dollar is being used. Is it being utilized wisely?

I find this whole system of civil rights, the method that you employ in attaining it is nothing more than social reconstruction, and it is a method of trying to restructure our society through behavioral modification, attitude evaluations, type A behavior, type B behavior, etc. This type of movement across our country. You're a part of that movement.

This is a free country. We are not a country where anyone tries to through force of a desegregation order to bring in all of the federal funding for all of the ESSA programs that come along with it, in-service training, in order to equip a city for the tactic of social reconstruction.

And I don't agree with the way you're doing it, and I'm saying that based on utilization of taxpayers' dollars, I say that your being in that primary position is wrong.

Commissioner Ruiz: Is your contention the fact that the taxpayer is only paid by one specific segment of society and is not paid by all the segments of society?

Mr. Bradford: That's correct. All segments of society donate toward the taxpayer dollar. But how is that taxpayer dollar being utilized if it is done through court order?

Commissioner Ruiz: Then everybody should participate in the fashion to which the tax dollar should be used, is that not true?

Mr. Bradford: That's where Congress comes in and that's where we have taxation without representation.

Vice Chairman Horn: Mr. Chairman, I hate to break into the seminar dialogue.

Mr. Bradford, your answer reminded me of one thing, you had done research where there were 21 hours of pro-bussers before the Commission and 3 hours of anti-bussers. Where did you classify the superintendent of schools?

Mr. Bradford: Pro-busser.

Chairman Flemming: Commissioner Freeman.

Commissioner Freeman: No questions.

Chairman Flemming: We are appreciative of your coming here and giving us an insight of the activities of your various organizations in relation to this important commission. We recognize community-based organizations such as yours play a very important role at this time.

Ms. Snyder: May I say one thing before I go?

I feel the need to let you know something that we came across here in Denver because of the desegregation order. We have gone as far as Washington with this problem and still there is no answer to this problem.

We have had children that have been bussed out of the target neighborhood into our schools. They have lost programs available under Title I, and in coming to our schools that are not eligible for these programs, they have lost out on them. We have found monolingual children in these schools.

We went to our district about this, we went to the board about it. We have gone all over the city about this. They refuse to admit that there is a problem or that they'll even recognize it.

We did go to Washington like I say. Pat Schroeder was going to try to make some kind of a difference in this policy that the funds support does not follow the child.

Will there by anything coming from the Commission regarding this Title I?

Chairman Flemming: This issue was raised yesterday in connection with the testimony, and at that time we indicated that we would follow up and see if we could be helpful on it, because under our law we have the right to identify an issue of this kind, then having identified it, we feel that it isn't being handled the right way, to make a representation to the President or if it requires legislation, to the Congress, so we will look into this issue definitely.

Mr. Bradford: Mr. Chairman, could I ask one simple question?

What is the ratio, makeup of your Commission?

Commissioner Ruiz: I'm a Mexican-American.

Vice Chairman Horn: I'm a German and Irish white American.

Chairman Flemming: I think—good.

Commissioner Freeman: I have been called white, but I am black.

Commissioner Rankin: I'm Scotch-Irish.

Commissioner Freeman: I'm black and female.

Commissioner Saltzman: I'm white. A little over weight. I am Jewish if you're asking for my religion, and I was born here in America. My parents came here from Europe. Is that what you're asking?

Chairman Flemming: I guess everyone has given background but the Chairman. My family came from England, been here ever since.

Let me point this out, however, Members of this—this is not a self-perpetuating Commission. Members of this Commission are appointed by the President and are confirmed by the United States Senate.

Dr. Rankin was appointed by President Eisenhower after this Commission came into existence and has served ever since. Commissioner Freeman was appointed by President Johnson and has served ever since. The rest of us were appointed more recently, some by President Nixon and one by President Ford.

Again, thank you very, very much. We appreciate the opportunity of talking with you, your responding to our questions and our responding to your questions.

Mr. Glick: Mr. Chairman, the final panel for today is a group of four persons who represent some organizations in Denver which are interested in school either professionally or as community persons.

They are Bernard Valdez, President of the Hispanic Lay Advisory Committee; Robert Patton, President of the Black Education Advisory Committee; Bettye Emerson, Vice President of Black Educators United; and Maria Strandburg, President of of the Congress of Hispanic Educators.

I will ask Assistant Counsel Jack Hartog to question these witnesses.

Whereupon, BERNARD VALDEZ, ROBERT PATTON, BETTYE EMERSON and MARIA STRANDBURG were called as witnesses and, having been first duly sworn, were examined and testified as follows:

TESTIMONY OF BERNARD VALDEZ, PRESIDENT, HISPANIC LAY ADVISORY COMMITTEE; ROBERT PATTON, PRESIDENT, BLACK EDUCATION ADVISORY COMMITTEE; BETTYE EMERSON, VICE PRESIDENT, BLACK EDUCATORS UNITED; AND MARIA STRANDBURG, PRESIDENT, CONGRESS OF HISPANIC EDUCATORS.

Mr. Hartog: Starting with this end, could we go down and have you each please state your name, address, your occupation and the school organization of which you are an officer, and your title?

Mr. Valdez: My name is Barnard Valdez, 1279 Birch Street, Denver. I am Assistant Dean at Metropolitan State College and I represent the Hispanic Education Bay Advisory Committee for the Denver Public Schools.

Ms. Emerson: My name is Bettye J. Emerson. I live at 3063 Birch. I represent the Black Educators United of Denver. I am a counselor in Denver public schools.

Ms. Strandburg: My name is Maria Strandburg. I live at 1449 South University Boulevard. I am a language resource teacher at the Diagnostic Teaching Center and I am President of the Congress of Hispanic Educators.

Mr. Patton: My name is Robert Patton, 3601 East 30th Avenue, Denver, Manager for Mountain Bell Telephone Company and Chairman of Black Education Advisory Committee.

Mr. Hartog: Thank you.

Ms. Strandburg, if you will, could you please briefly give us a history of the Congress of Hispanic Educators, telling us when it was organized who its members are and its basic purposes?

Ms. Strandburg: The Congress of Hispanic Educators which is known as CHE was organized in 1968 as a result of a workshop that was organized to bring together the Chicano-Hispanic educators in the Denver public schools.

The goal at that workshop at that time—my Spanish background is coming out with my CHs and my SHs, if you will notice—the results of that workshop and goals of that workshop were to bring together these people so they could form some kind of line of communication which apparently had not been in the Denver public schools.

The Congress of Hispanic Educators and the organization was formed in 1968.

At this time we are 70 paid members and represent the 250 hispano educators in the Denver public schools.

Our goals are mainly to have quality education for our Chicano children.

We feel that the child is our most priceless possession. We want to see that they do get quality and equal education in our schools.

Mr. Hartog: Thank you.

Could you please tell me what CHE's first involvement was in the school desegregation process in Denver.?

Ms. Strandburg: In 1971 we as a group wrote a letter to Mr. Stan Pottinger, at that time of the Office of Civil Rights, and we filed a complaint against DPS for noncompliance of equal educational opportunities.

Because Denver was under court order at that time the Office of Civil Rights was unable to interfere.

At that time we did have eight concerns which I think have been given to the Commissioners. I don't know if they have or not.

Mr. Hartog: Yes, we have copies. Go ahead, please.

Ms. Strandburg: All right. Those eight concerns are still the concerns that we have now. And, again, mainly it is quality education as such.

We were told to contact Mr. Griner at that time and decided not to as a group because we though we did not want to get into it because we thought it was just strictly a bussing issue and did not concern the Chicano child.

We were naive. We continue to look for other avenues to air our complaints and concerns. And through the efforts of MALDEF and Department of Justice, we were counseled and told that we could enter as intervenors and as friends of the court.

The reason we got into this at this time is because we did realize that our Chicano children were going to be bussed no matter what. It was the law of the land and we would comply with that. No matter what the desegregation plan would be at that time, that there was no one in the courts or at that level that would have a concern, we felt no one would have a real concern for our Hispano children. And we wanted to have an input at that time.

Mr. Hartog: What were the major results of your intervention in the case of Keyes?

Ms. Strandburg: At this time I am trying to clarify this in my mind. I am sorry.

We were—I am trying to remember and I am sorry, Jack. I am trying to go back with it.

Ask me in another way.

Mr. Hartog: It is my understanding that as a result of your intervention you focused primarily on bilingual-bicultural education and, as a result of that, the Cardenus Plan—is that correct?

Ms. Strandburg: Yes, our key issues at that time and we did enter the Cardenus family. We consulted Cardenus and he worked with us and we wrote an addendum to the Cardenus Educational Plan and the addendum would fit the Denver public school, would specify to programs in the Denver public schools.

In the addendum the main thing was the bilingual bicultural program that would satisfy the needs of some children.

We did not think it would satisfy the needs of all children, but we did feel it would satisfy the needs of some of our children, the need that permeated throughout the addendum for developing good language skills.

It also talks about the curriculum that must be compatible with the minority characteristics of children, and that means poverty, culture, language, mobility and societal perceptions.

We felt that through this addendum that we had workable plans that would follow our children where they were bussed and the receiving schools.

Many times—also in this plan we went through affirmative action.

At the time we wanted a five-year plan that would ensure teacher parity.

Now, the DPS adopted a plan under court order for the Chicano and the black which is commendable, but it needs to go further to include women and other minorities and classified personnel.

Also it is a plan—the recent plan that was adopted is really too long, too long a time span, we feel. Our plan CHE, has attempted and is working out an affirmative action plan now which is different in the selection of personnel and the training of personnel and it is more detailed than the DPS plan.

In this plan what we are trying to do, we have met with the Black Educators United to work together with them.

We are also going to meet with the Denver Classroom Teachers Association so there could be an overall plan and a plan that would be much more effective as far as affirmative action.

In the bilingual, we are pursuing this, in the bilingual-bicultural plans in our schools.

We are very, very concerned if all the schools are desegregated that our children at the receiving schools will not have curriculums that will benefit their uniqueness.

We feel the Chicano child is a unique child and has unique ways and they do need special plans.

Mr. Hartog: Ms. Emerson?

Ms. Emerson: Yes?

Mr. Hartog: Could you please tell the Commission what were the circumstances which led to the formation of BEU, who its members are, and its basic purposes?

Ms. Emerson: Black Educators United also was organized in 1968. We were organized two weeks following the death of the late Dr. Martin Luther King at one of our churches; of course, following that time our first focus was that of the Rachael Noel Resolution.

Mrs. Noel had presented to the school board a resolution for racially balancing the Denver public schools. So, therefore, BEU chose as its focus that of supporting Mrs. Noel. Because at that time she found she did not have the majority of the board behind her.

So we went into kind of a forced thing and we organized a boycott. We went into our churches and got our ministers to cooperate with us and that was to be held in April of '68.

The night before the boycott was to be, we had received the votes of those outstanding school board members and the Rachael Noel Resolution, as you know, was passed. So that was our very first focus.

We represent the 400-plus black teachers in the Denver public schools. That is what we will tell you our number is.

We have been working since 1968. Our main thrust is that of educating black children, of seeing that black children get a fair and equitable education.

Therefore, the whole thrust of desegregation is truly wrapped up in BEU.

Me, myself, I am a product of Denver public schools, so whether you are going to a neighborhood school or across town, the education, if it is not equal and fair, it has no meaning. So black educators are truly behind the desegregation issue all the way.

Mr. Hartog: As some examples, if you will, if you can give us of BEU activity subsequent to the 1974 court order which exemplifies the way BEU was behind the desegregation?

Ms. Emerson: As you know, first of all, black children were moved on a voluntary basis long before anyone else boarded a bus. At that time we found that receiving our children were not black administrators or black teachers, so in 1970 we also went down to the school board and asked that they not appoint any more administrators until they could appoint some more black administrators. And the list of administrators that were going to be appointed were rescinded, and black administrators were appointed.

As issues of this sort have arisen, we have as I said again come into being. We have served the system well as firemen, doing various—during various issues, various crises.

We have also served the system well, I think, on a general day-to-day basis.

We have served the system well with our parents. We act as a sounding board for black parents.

Out of Black Educators United came the organization Black Advisory—Black Lay Advisory Committee, which is made up of lay advisors—lay people and educators. We do work hand in hand.

I don't know what else you asked me.

MR. HARTOG: Were there activities undertaken by BEU after the court order to prepare teachers for school desegregation?

MS. EMERSON: Right. We had been meeting with the school board—excuse me, with the school administration constantly.

As we could see, some things we were able to achieve, some things we were not.

We had three desegregation workshops where we called in experts to help us prepare for what we knew was the inevitable because—as you know, one of the parts of the desegregation was that black educators would be moved over the city to integrate the schools also. So we ourselves had to be ready for the movement. Black children had to be ready for the movement.

So as we had the workshops for parents, for teachers and for students, we have an ongoing community thrust where we go into our churches and we have rap sessions with parents and students. This is still ongoing.

We have this as the court order was first announced, and we have continued it.

I think particularly out of our workshops came the fact that our community was at a loss as to what to do. So we felt that that was our biggest need at that time because we felt we needed to get to the community, let them know that we would be in the schools and we would be there to help their children and all children.

Therefore, the lines of communication were opened up between us and the clergy of our city.

We also were also in constant contact with Attorney Griner as he was writing up some of the issues for the desegregation case.

We were there to serve him to add things that should be added.

We kept constant news releases flowing back and forth as I said again to our community.

We also added into the court order through Attorney Griner the affirmative action plan that was written by black educators and it was—we were assisted by Dr. Wendell Hilton in writing that plan.

MR. HARTOG: Thank you.

Mr. Patton, could you please tell me what and when the BEAC, the Black Education Advisory Committee, is?

MR. PATTON: Well, the Black Education Advisory Committee is a basically fourteen-member committee, and we do as Betty said, have six teachers from Black Educators United on the committee.

The committee is appointed by the school board, and so we more or less serve at the pleasure of the school board.

Well, I won't get into that.

The committee was formed in 1971, I believe. I should know. I have been on the committee since its inception.

I believe the primary reason for forming the committee was as Rachael Noel refused to run again for the school board feeling that she probably, I think, didn't have enough support—and I am just assuming that—at that point in time there was no link with the board to the black community.

So at Superintendent Johnson's discretion at that point in time—and I guess through all the efforts of Black Educators United and probably a lot of other interested citizens' groups, et cetera, the committee was in fact formed.

I think the initial fourteen came from a list of some 200—odd names that had been submitted to the board.

Mr. Hartog: Before the court order was issued in April of '74, it is my understanding the BEAC submitted a comprehensive report to the school board containing numerous recommendations.

Could you please tell us what efforts were behind that report and some of its major findings and recommendations?

Ms. Emerson: We have been constantly I think submitting recommendations to the school board. In fact, I think two summers ago we met just about every Saturday with the school board, every Saturday morning.

Initially we needed an impetus in terms of trying to find out exactly what we saw to be some of the problems in the system at that time.

So one of the ways or the best way that we felt we could get into the schools and ascertain what the problems were was to simply go to the schools in the city and try to make some comparisons.

So we set out to do that.

So our first year was pretty much spent doing just that.

I might say a this point in time that on numerous, numerous visits to some of these schools we did have Superintendent Johnson and some of his administrative staff with us.

At that point in time we basically contrasted the schools in northeast Denver to the schools in Southeast Denver.

During the time that I sat here this afternoon I have heard people say that there was no difference, there is no physical difference, and there is no differences and so forth.

I think—as you probably read Keyes—I have read Keyes also—I think the court did in fact point out some of those differences. That we were talking about an area where we had 90 percent mobile classrooms. We talked about an area where we had 80 to 90 percent of the teachers who were untenured, who were two and a half, three year teachers.

These were some of the situations that existed in the schools in northeast Denver.

Mr. Hartog: Were facilities comparable between northeast Denver and the rest of the city?

Ms. Emerson: No, I don't think so, and I think there are some reasons for that.

I think there are some economic reasons, a lot of reasons at least I would like to rationalize in my mind.

In any city, I think as you go out from the core city, the inner city is left with the older buildings, et cetera.

I think a lot of those facilities in fact have been torn down and replaced with a new facility. But even with that, I think there are some major differences that at least I have noted on some of the visitations that I have made to some of the other schools.

I can recall going into Corey Elementary School where there is a bathroom between every two classrooms on the first floor which is located in southeast Denver. Contrasting that to Wyatt School where the kids from the second floor had to go to the first floor to use the bathroom. Where the kids in preschool and kindergarten were sitting on concrete floors in the basement of Wyatt School. And finally we made some amenities and brought in some pieces of carpet for them to sit on, where radiators weren't covered. Some of these kinds of situations existed.

Ventilation was poor. Some of the roofs leaked. And, again, these were buildings built in the late 1800s, early 1900s.

I also noticed—and one of the recommendations I think addressed that, if you had an opportunity to scrutinize them—the newer schools I am aware of were built with what is called all-purpose rooms. These are rooms that are large. They are auditoriums at night. They are lunchrooms during the lunch hours and gymnasiums during recreation periods. The floors are concrete and they have tile on them and so forth, which is bad on the kids knees if they are participating in athletics. The floor has no give and so forth.

I have contrasted those differences to some of the other schools where they have a separate auditorium, separate lunchroom and separate gymnasium with nice wood floors and these kinds of things the kids have to play with.

I won't even get into some of the other situations, you know, for just lack of time.

But, yes, we did in fact find some physical differences. We found some differences on the part of the level of expectancy on the part of a lot of the teachers in these schools which I still think exists.

Of course I have an opportunity to observe that because I am also a monitor.

These are some of the major differences I think needed to be addressed.

Mr. Hartog: Thank you.

Mr. Valdez, could you tell us, please, when the Hispanic Education Advisory Committee was formed, its basic makeup and its main objectives?

Mr. Valdez: Basically we are constituted the same way the Black Advisory Committee is, the same numbers.

We also have staff from the DPS as well as lay people on the committee.

I can't tell you when the committee was organized.

I was not there at the time.

I do know it was reconstituted in 1973, and I believe that was after some of the disruptions taking place during the spring of '73 in which many of the Chicano people were involved.

Mr. Hartog: Can you tell us what have been some of the major activities and concerns of the Hispanic Education Committee?

Mr. Valdez: What have been the major concerns?

Mr. Hartog: What have been the major activities and its major concerns?

Mr. Valdez: the major activities are primarily that of the desegregation, to see that it goes as smoothly as possible.

Primarily we are interested in upgrading the skills of the Chicano-Hispano students in the DPS.

We are a sounding board for the community in the hopes that we are able to work on their behalf to get input into the school board, not only on facilities, but also on programs.

We are also—we were very much aware of the fact that we, even though we were the largest minority segment in the Denver area, we were not being considered a viable force or a viable element of the community, and we felt that we had to make an impression upon the school system and let them know that we were there and we were the largest or are the largest minority community in the Denver area.

Mr. Hartog: Has the committee made recommendations to the school board?

Mr. Valdez: Yes, we have.

Mr. Hartog: What is the substance of those recommendations, if you will? The main, key points?

Mr. Valdez: The main key points were dealing with bilingual-bicultural education, with the counseling services for Chicanos, Hispanos, and the affirmative action, primarily in that the inequity in the hiring of Hispano and Chicano teachers throughout the system.

In addition, we felt that the low number of administrators and staff people in the system was also a major concern to us, and this has been expressed in various recommendations we have made.

Mr. Hartog: The recommendation with respect to bilingual-bicultural education, what did those concern; a little more specificity if you will?

Mr. Valdez: All right. We had first recommended that a director be appointed for the bilingual-bicultural program. Their response was one of appointing a coordinator.

We asked that a coordinator be appointed for elementary and secondary education, and it was not done during the time we made the recommendation in '74. It was not done through '75—'75 year, but it has been done as of this date.

We also recommended specific testing mechanisms that we would like to see implemented as far as the Hispano children in the schools, and as far as setting up viable bilingual-bicultural programs in the schools.

Mr. Hartog: We have heard some witnesses testify that it was their belief that bilingual-bicultural education is harmful to the education of Hispano children. Would you care to comment on that?

Mr. Valdez: Well, my—I guess what I was thinking about at the time that I heard the comment was I am not sure where this individual has been visiting, if she has at all.

You know, to make a statement such as that, none of the parents speak Spanish or are monolingual and that the kids all know how to speak English, I think is probably the—you know, that is unbelievable.

Evidently she has not been to the community that we are trying to generate these kinds of programs for.

I don't think bilingual-bicultural education is something that all of our kids need. I do think that there are certain portions of it that are important. Other portions of it do not have to be implemented for all the kids.

Specifically, I think that in her reference to the one school, Del Pueblo, I think there was a lot of misinformation that she gave.

If that is a bilingual-bicultural school, we have never known about it, a total bilingual-bicultural school.

This was the implication she left with the committee.

I would challenge anybody to go in there and come out with the evaluation that it is a totally bilingual-bicultural school. It was never intended that way.

Mr. Hartog: Ms. Strandburg?

Ms. Strandburg: Could I comment on that?

Mr. Hartog: Briefly, please.

Ms. Strandburg: I would also like to add to that that we do not have at this time true bilingual-bicultural programs, and we have, because Denver does have a different type of population, as other districts, for instance, in Texas or New Mexico, that do have bilingual-bicultural programs, we cannot really hope to model our programs after theirs.

What we are trying to do is devise programs that are unique to the neighborhoods and to Denver public schools.

As Mr. Valdez is saying, it is true. Most of our programs have ended up being bicultural, multicultural. But we are working, and I think the new programs that are going to be implemented hopefully are going to have high interest in language development and improving English language skills as I think are very, very important for our children.

Mr. Hartog. Thank you.

Mr. Chairman, at this time I would like to submit the following exhibits:

A letter to the President dated April 21, 1971 which Ms. Strandburg discussed as Exhibit 26.

A progress report by the Black Education Advisory Committee dated 1974.

A staff responses to the recommendations—excuse me. That is Exhibit 27.

Exhibit 28 would be staff responses to the recommendations of the Black Education Advisory Committee made in the fall of 1975. That would be Exhibit 28.

As Exhibit 29, responses to the recommendations of the Hispano Education Advisory Committee which were made in the fall of 1974.

Thank you.

Chairman Flemming. Without objection, they will be entered.

[The documents referred to were marked Exhibits Numbers 26, 27, 28 and 29 for identification.]

Mr. Hartog: I have no further questions at this

Chairman Flemming. Mrs. Freeman?

Commissioner Freeman. We have listened with a great deal of interest to the testimony concerning the Hispano Advisory Committee and the presentations and recommendations that have been made to the board and also to the testimony that the Black Education Committee has made to the board.

I am wondering if there is an area in which there could be coalition, or if there are areas in which the two groups have mutual concerns and would join in their presentations, or have joined in their presentations in meetings with the board.

That is to any of you that might answer.

Ms. Strandburg. I will answer briefly to that.

We very recently have met with the black educators, as I said, trying to get a more cohesive affirmative action program. We have had several meetings and have been meeting with them.

Betty?

Ms. Emerson: Yes. We met as early as when the Cardenus Plan was being considered, we were meeting with them. Of course, at that time, as the desegregation issue was first coming out, the Hispano Educators and black educators had a different thrust in mind. Our thrust was to integrate quickly and theirs was—not at that point—they had some other issues.

So we are now meeting because of the affirmative action that is a joint thing. But some of the other key issues of the education and of integration were not—we didn't have the same ideas at that time. So those still are somewhat separate.

Mr. Patton: I might say unfortunately the lay advisory committees I don't think have coalesced, as the teachers seem to have.

Unfortunately, in my opinion, there seems to be some degree of polarization between the two communities.

I don't know what all the reasons are. I can just guess. Take a guess. And that is it is simply that, you know, I think some parts of the community feel that blacks have gotten more attention than the other parts and this and that.

Then you hear things about we are the larger community and, you know, a chain is only as strong as its weakest link.

I think if we don't get together and if those other interested people from the Anglo community don't get together and we don't all coalesce, I think we will all fall because I don't think any of us can survive independently of each other.

I think it is very important at least at this point in time that we do start to have some dialogue, that we do attempt some communication and that we do try to get to the problem, which is quality education and the best education possible for all the children in this city.

And I am not just talking about black kids, brown kids, yellow kids, red kids, white kids. All of the kids in this city.

I think it is a tragedy to me when I can sit down on my job and see a student come in there as an example, a product of the Denver schools who went to the Manual High School which is where I also went and have to spell Manual three ways, and he spells it three different ways and all of them are wrong.

To me that is an indictment on this entire system.

I think that is what we ought to be about and we ought to cut this bickering about and spending millions of dollars in court actions and all these other things and get about the business of educating kids.

Commissioner Freeman. On the issue of equality of opportunity—and I am not just referring to schools now, I am talking to the quality of educational opportunity across the whole gamut of this society, one of the problems and one of the dangers is that one minority will be pitted against each other and fighting over a pot of beans while those people who would deny equality of opportunity are still eating steak and nothing is changed.

That is why I ask the question.

Mr. Patton. I think you are exactly right.

Commissioner Freeman. Thank you.

Chairman Flemming. Did you want to respond, Mr. Valdez?

Mr. Valdez. I will just respond by saying that when I talked to Jack the other day I left the impression with him that I do intend to get with Mr. Patton and I would hope, since I am recently appointed as Chairman of Hispano Education Lay Advisory Committee, I do intend to get some dialogue going and hope that we can come up with things that are going to serve both populations, all three populations, and how many more we have got.

But I would also like to say that I am glad people from Washington are finally recognizing the fact that there are Chicano Hispano people in this world and, you know, please don't forget us when you go back.

Ms. Strandburg. Is it out of order to respond to something at this time?

Chairman Flemming. Go right ahead. I was going to recognize Commissioner Rankin for questions, but you go right ahead.

Ms. Strandburg. I just wanted to relate some of our concerns of the Hispano educators and for the Hispano children, really, not Chicano children, with bussing.

One of the things—and I want to bring up bilingual-bicultural again, even though it has been brought up so often—but I think it can't be brought up enough—we are very, very concerned that our children will not—that these programs will not be available to our children as a result of bussing.

If we have a blind child, there are many programs designed for this child because he has a problem, or a difference. And we feel that the same thing should be advocated for the Chicano child.

It has nothing to do with being monolingual or non-English or speaking Spanish. I think the whole thing is really bringing up quality education and get our kids educated and get those scores up if they are that low and maybe bilingual-bicultural programs are the answer and maybe they are not, but we feel they need a chance to prove something for our school district.

Another thing we are concerned about about bussing is some of our students have been isolated. Especially this has happened in the high schools.

I can't speak for the black community, but I have seen groups of Hispano children go into the high schools where perhaps there is one Hispano teacher, and these children are isolated because, again, of their uniqueness, their language, their color, and so on.

We are very concerned with that.

Another thing is that many of our schools that have been involved in the bilingual-bicultural programs have shown that they can bring parents to school. And a lot of the neighborhood schools, parents have come because of these programs.

We are concerned now that maybe the parents, because they are unable to transport themselves, will not be going to schools and becoming part of the school system.

One other thing is also the children in special programs such as our Title I programs. If the children when they are bussed, that these programs do not follow them. We would really like to see that these programs follow our kids where they do go.

Chairman Flemming. Thank you very much.

Commissioner Rankin?

Commissioner Rankin. Ms. Strandburg, I want to ask you an opinion question. You have taught in South America, Montebello, Scottsdale; is that right?

Ms. Strandburg: Yes.

Commissioner Rankin. Las Vegas?

Ms. Strandburg. Yes.

Commissioner Rankin. I realize all these areas differ in density, size, population and all that.

Should integrating—you have listened to the problems brought before us this afternoon. Should it be harder to integrate the schools in Denver than in these other areas or should it be easier?

This is the opinion question.

Ms. Strandburg. That is a difficult question. I don't think it should be any harder, no, than any other area.

I think taking the ingredients that we have here with the community, the very, very helpful community and the teachers that are becoming sensitive to other children, I don't think it should be any different.

Commissioner Rankin. Would you rate the leadership higher here?

Ms. Strandburg. The leadership of the schools or the community or what?

Commissioner Rankin. Community leadership.

Ms. Strandburg. Yes. Okay. I only can do it on a personal basis because I am involved here. I would say yes, it is a community that seems to be together in a lot of ways. I really feel that because of the community, that bussing has worked here.

Commissioner Rankin. Just one question. Any of your organization—this is addressed to all of you—have become interested in continuing education or education for the older people in schools?

Have any of you shown any interest in that phase of education?

Ms. Emerson. I think we have been so busy trying to make sure the children were educated, we haven't had the time.

I believe as we have called in our parents, they have voiced concerns. But right now in the black community the concern is to the child.

I think the parents are being very patient to wait.

Ms. Strandburg. I will ditto that.

If you know—I am also a teacher at the Diagnostic Teaching Center and we do have volunteers from the older members of our community that come in and offer their services, and we just love them.

Commissioner Rankin. Not putting you in any category, you are still going to school too; is that right?

Ms. Strandburg. Yes.

Mr. Valdez. I would also like to respond to your question not as a member of the Hispano Advisory Committee, but as an administrator of a college.

We are in the process of implementing programs which are reading programs for adults, for one; and also we have other community outreach programs which are for minorities.

Commissioner Rankin. Thank you.

Chairman Flemming. I guess as Commissioner on Aging I should express appreciation to Commissioner Rankin for having raised this last question.

Commissioner Saltzman. Mr. Patton, I appreciate your response to earlier witnesses who spoke, saying that there was no inequality in the Denver Public Schools.

I would just like for the record to establish the fact that the Keyes decision of the court did declare the school system to be a dual system and that the Brown Case before the Supreme Court established the law of the land as saying that a dual system is inherently unequal.

So that I think you are correct in pointing to the, and helpful to us in pointing to the inequalities that were prevalent and have to be changed and are in the process of being changed.

Also, however, I would like to ask you whether as teachers and involved with the Denver public school system, whether you can evaluate for us some of the materials that the school system is providing relative to multicultural, multiethnic, multiracial education in the school system.

Are there materials being provided to address the process and the ideal of desegregated society?

Ms. Emerson. I must say in the black community we have, of course, a black community specialist. Through her efforts and the efforts of some of those who are in the social studies area, we have had a very effective black person working there.

Our materials are growing and they are much better than they used to be, if you are going to compare them with the time that I went to school when you didn't see a black face unless it was sitting in a seat.

They are much better.

I think this is one of the reasons we feel that integration is so necessary. Not only should black children learn about black culture, but all children should learn about black culture. And it is much better. But it is through the efforts of a few individuals that it has been done.

Ms. Strandburg. As part of the court order and the Cardenus Addendum, we did advocate multicultural bilingual programs at that time.

We have had multicultural programs, solely those, multicultural teachers.

In the bilingual programs I think materials have been sorted out, evaluated, at the beginning a lot of junk came out and a lot of stuff to make commercial values.

You know, they would get the same workbook and paint a brown face on it and add a moustache and say this is a Chicano.

I think we have thrown out and gone through that phase, and there are still a lot of bad things, but I think the bilingual project has gone through some of these materials and is going through the process of selecting.

I know at this point some of the teachers that were here yesterday or actually this morning earlier, they were taking off for San Francisco to attend a conference on multilingual materials and concepts. So they are constantly looking for newer and better things.

I have also seen in a lot of schools that the teachers are making their own things.

Again, they are making them relevant to the neighborhoods and so on.

I want to say one thing that I forgot to tell Mr. Rankin, that in the Chicano and Hispanic families we do have the extended family. We value the older person, and I think that our parent groups, when they have come, we have a lot of abuelos, abuelas, and los padrinos and los tios, uncles and godfathers and grandmothers, and they have come to the school and have been very good resource people for our bilingual programs.

Mr. Patton. Commissioner Rankin, I would like to say one thing. I think certainly the materials available now in the system. As Betty said—we went to school together, by the way—they are a lot better than they used to be.

But I think the proof is in the pudding. I think as long as minority history type classes remain an elective and American history as we have historically and traditionally known it is mandatory for credit toward graduation, I think that is indicative of the problem.

I think one of these days, hopefully, somebody will write a textbook which will inculcate all the contributions all the different groups have made, and then have one American history class everybody can take, everybody can learn and everybody can get credit for.

So I think until that is done, I think we have got a long way to go.

I think that there are a lot of programs that are available in the system, but unfortunately, a lot of these programs in my opinion are voluntary.

I am thinking now of a proud profile series done by a gentleman in the system that I thought we, the committee, viewed some of the pilots on it. It was, I felt, a very well put together documentary kind of filmstrip presentation on black history and culture, and again it was made voluntary and we found out again through the committee that a lot of the teachers weren't showing it. It was being shown at a time that the buses were moving and some things like that.

These are some of the things that do need to be worked out.

Again, in responding to your question, I think there are a lot more materials available than ever have been available before.

Mr. Valdez. May I respond also?

My concern is that with less than four percent hispano faculty in the system, you are not going to get the other 96 percent to distribute bilingual-bicultural materials and be able to speak about them intelligently.

So there is a problem as far as I am concerned with the materials.

COMMISSIONER SALTZMAN. I have one final question. Would there be any kinds of innovative programs that you would like to see the Administration push in the Denver Public School Systems to further the integration efforts?

MS. STRANDBURG. Again, I think bilingual programs and bicultural programs are innovative programs, and we are trying new things every day.

I would like to see the Administration endorse these programs. I think they have, to a certain extent.

I think I would like them to commit themselves completely to these programs.

I also would like to see that these programs again incorporate something, curriculum, to improve the English language skills of our children besides the multicultural and bicultural and bilingual.

MR. PATTON. Just one other comment from me.

I think one of the major programs that needs to be pushed or developed, if you will, and in the system they call it in-service; in business and industry they call it sensitivity training or awareness training or whatever you want to call it.

But I think something has to be done in terms of raising the level of expectation on the part of the teachers when they are dealing with the minority child. And not sending a minority child into an environment where he or she can feel the hostility.

I could relate to you just an incident that happened to me last year with my own child. I think if this is indicative of what is going on in the system, then we have got a real problem.

We were concerned because my kid's grade—he is bussed from a school in northeast Denver to southeast Denver school. At southeast his grade had gone from an A to a B.

We went out to see about it. I left the airport and went out there. We had the assistant principal there and the teacher and so forth and we started to discuss it.

First they had nothing objective in terms of why the grade dropped. It was based on classroom recitation, we were told.

Then that didn't bother me. And we didn't want the grade changed or anything else. We simply wanted to know why and had asked earlier in the year that if that was happening to please let us know.

At that point I was told don't worry about it, when he goes back to the other school his grade will go back to an A.

I think as long as we have that kind of attitude on the part of some of our teachers in the system we are going to continue to have a problem.

Ms. **Emerson.** I think mine would also be based on making sure that the school was big enough to include the community in its involvement.

I don't want to be personal.

Bob mentioned a personal thing.

I think that—

Commissioner Saltzman. You can be personal.

Ms. **Emerson.** Can I be personal?

Commissioner Saltzman. Sure. Why not?

Ms. **Emerson.** I also had to go into a school for a Baptist school night. Because I questioned the administration of my child's school to the point I questioned—let me tell you what it was. It was a choir performance, all Anglo choir. I asked why the choir was not indicative of the school population and I was told this choir was made up of children from this neighborhood because they practiced at school.

I said why wasn't—why weren't the children from Steadman weren't in it. The children from Steadman were asked if they wanted to. My eleven year old did not drive and they would have to ask his mother. So they told me they would ask the children. So as I pressed to the higher ranking people in the building that night I was told by the principal "You are not really welcome here. You are only a visitor."

So if I as an educator who knows the court order am received in this way, how can the uneducated, unsuspecting parent who wants to do well by their child, how can they feel a part of the school?

So I think the plan, everything can work better if the whole community can feel a part of the school.

Whatever the innovative program is, it should certainly involve the community.

Vice Chairman Horn. Mr. Chairman, I just want to say I have been very impressed by the comments made by this panel. I don't have a question. I have a statement, since I see the superintendent is still in the room.

I would like to commend Commissioner Rankin for raising the issue of education for adults. This Commission did discuss that and related programs in its October 1973 hearings on the Navajo Reservations.

I think it is tremendously important because too often our public schools only operate from 9:00 a.m. to 3:00 p.m., and they are just empty buildings when they could be vital community centers after 3:00 in the afternoon and in the evening.

I think its very difficult for private and public universities, even if they want to, because of the costs involved to provide outreach programs for adults, especially if their educational level is not even up to high school or the university level.

Therefore I think it is a great opportunity for the public school system, and perhaps they are already doing it to some extent in Denver, to provide the type of upgrading of parents which in turn would reinforce the home environment for these children, which in turn would lead to a more successful academic experience.

I am delighted my colleague raised the issue.

Chairman Flemming. Commissioner Ruiz?

Commissioner Ruiz. I have no questions, but I want to say amen to what Steve just said with respect to the adult, particularly in the Hispanic community.

I recall reading an article in 1942 when this was being recommended. We have done very little on that side. I am glad that the issue was raised.

Ms. Strandburg. I would like to add just one point of information. We do have two community schools now and community specialists for these schools, Del Pueblo and Greenly, I think. I am not sure about the other schools.

But these are schools with a highly concentrated Chicano population, have been recently opened for nighttime activities. They are having classes and it is open for meetings and so on. So this is happening in a couple of our schools in the community.

Mr. Valdez. I also wanted to mention Fairview Elementary School which is one of the most beautiful schools you can ever hope to see. It is a totally open school, and the public comes in at night and older people come in and are taught by the regular teachers.

It is just fantastic.

Chairman Flemming. Superintendent Kishkunas?

Dr. Kishkunas. We would be very proud to provide testimony to the Commission on our efforts on adult education and continuing education if you so desire.

Chairman Flemming. We will ask general counsel to make contact with your staff and obtain the material. Then we will include it as part of the record of the hearing.

Before I recess the hearing I would like to make an announcement which I should have made earlier.

Yesterday in our opening statement when we laid out the plan for this hearing we indicated that if there are persons who would like to be heard, briefly—normally it is a five-minute statement—and who have not been invited as witnesses, we would be very glad to hear those persons tomorrow afternoon at approximately 3:00. It might be a little earlier. After we have finished with the scheduled witnesses.

If any desire to be heard, they should contact staff.

Where should they contact the staff?

Room 1430 on the first floor. And members of the staff will interview you and will work out the necessary arrangements.

May I express to this panel our gratitude for the contributions that you have made. They have been extremely helpful. You are in key positions in connection with this whole program and we are grateful to have the benefit of your insight.

The hearing is not going to recess until 9:00 o'clock tomorrow morning, but it is going to recess until 8:30 tomorrow morning.

Thank you all for being in attendance.

We thank all of the witnesses again.

[Whereupon, at 6:05 p.m., hearing in the above-entitled matter was adjourned, to reconvene at 8:30 a.m., Thursday, 19 February 1976.]

PROCEEDINGS

Chairman Flemming: The hearing will come to order.

Counsel will call the first witness.

Mr. Glick: Mr. Chairman, the first witness of this morning is Mr. W. Gene Howell, president of the Central Branch of the NAACP of Denver, and member of the National Board of the NAACP.

[Whereupon, W. Gene Howell was sworn by Chairman Flemming.]

Chairman Flemming: Thank you.

We are very happy to have you with us this morning.

TESTIMONY OF W. GENE HOWELL, EXECUTIVE DIRECTOR, NAACP.

Mr. Glick: Mr. Howell, would you identify yourself by your name, address, and occupation, please.

Mr. Howell: My name is Gene Howell, and I am Executive Director of Freedom House, an employment agency, nonprofit employment agency.

I am also president of Central Branch of NAACP and member of the National Board.

Mr. Glick: The NAACP has traditionally been interested in educational problems of minority group people. Would you tell us something of the activities of the Central Branch and other branches in Denver, to your knowledge, with respect to education in Denver?

Mr. Howell: The Central Branch of the NAACP and other branches in Denver, throughout the State of Colorado and throughout the entire nation, as far as this is concerned, are vitally interested in education and very much concerned as to the aspect of education, quality education for all of its students.

I would like to read a statement, if I may, if you don't mind.

The national attitude towards busing is a regrettable and very real example of the failure of the moral leadership in America today.

Busing is an issue not because the Courts want to take over the schools, but rather because of the violation of our Constitution by racist forces.

A bankrupt leadership has made the beneficiaries of busing the victim of busing, and is often turned even them against the tool that could help them in their fight for equality in educational opportunities.

The NAACP report said Denver has not, for the most part, reacted too much differently from the rest of the nation. NAACP sadly reports that past efforts for busing appear to be designed for failure and that a learning climate was not established for the courtroom—The NAACP also reports that reactionary school board in the past have refused to face the real issue and allowed themselves to be caught up in hysteria and emotion.

The NAACP reports that the Denver community also showed little understanding and no compassion when it failed to rally behind the Rachel Noel resolution, but instead chose to develop the rhetoric such as a crosstown forced busing, and also reacting negatively at the polls.

But, gentlemen, the NAACP is today optimistic, if not overly enthusiastic, about the future of public education in Denver. There are still some things that cause us to have some slight reservations. We are concerned about the present minority of the school board makeup.

We are concerned about the depth of the commitment of the superintendent and the rest of the administrative aides.

We feel that they have fallen down on some of their commitments and could have been a little more aggressive.

We also are concerned that one unfortunate school incident could trigger massive racist response and upset the appearance of balance we have today.

We are also concerned that the school district will not energetically pursue in-service training for the present teaching staff, nor for the administrative staff.

We are concerned that the school district will not exert its best effort to secure dedicated and caring new teachers and administrators.

We are not only concerned that the school district doesn't improve what is at the end of the bus ride, but also what goes on during the bus ride.

I refer to the fact that the bus driver must be screened and trained, rather than just accepted because they can drive a bus.

I refer to the fact that many exciting things can occur on the bus, particularly for the younger students. That is some of our reservations.

But as I said, I am still optimistic. I am encouraged by the thoughtful ways some of the present school board members go about their task.

I am encouraged about the activities of the court mandated community education council and its program of vigilence.

I am encouraged by the general feeling that seems to be moving across the state in this centennial-bicentennial year.

I am hopeful my community will continue to show the nation that positive things can happen even as youngsters are bused, and even as youngsters of different colors and backgrounds learn in the same classroom.

The NAACP promises to help, as we have always done in any way possible.

Thank you.

Mr. Glick: Has there been any liaison between the NAACP here in Denver and the Board of Education or school administration?

Have you had any conversations with them, or discussions of the process?

Mr. Howell: Many, many times. NAACP was very active in the court suit I'm sure you're familiar with that lasted some two or three years, and was finally brought to an end two or three years ago to the successful conclusion that the NAACP, that the plaintiff won.

The NAACP was very active in that suit.

Mr. Glick: Mr. Chairman, I have no further questions.

Chairman Flemming: Mr. Howell, I appreciate very much your statement.

We recognize the leadership role that the NAACP has played in connection with developments in Denver.

In your statement you express some concern about the depth of commitment on the part of the superintendent and some of his associates.

What steps do you think could be taken now, in view of the fact the court matter is settled, which would point to a deeper commitment than you feel has been the case in the past?

In other words, are there certain things that the school board, the superintendent, the administration of the school system could do right now?

I notice you identified one, which I think is a very interesting suggestion, that they could pay more attention than they have possibly to the training of the bus drivers to determining what goes on in connection with the bus ride.

But are there other things that you feel can and should be done?

Mr. Howell: Yes, sir.

I feel that the Board of Education and the superintendent and his administration could be more aggressive in seeking out and getting more minorities in his administration, in the classroom, and also in his staff.

I feel that it would be better for the entire school system if he could have more minorities, more Chicanos, more blacks in his administration.

I would hope and urge that he would take leading steps in that direction.

Chairman Flemming: In other words, you feel that there could be a more vigorous and effective, affirmative action program carried on in terms of those who are employed by the school system?

Mr. Howell: Yes, sir, I sure do.

Chairman Flemming: Commissioner Freeman.

Commissioner Freeman. Mr. Howell, we have worked for many years in the NAACP, and I know of your commitment here in Denver.

There is one question that I would like to ask that was about a problem that seems to have come through during the testimony.

That is, as you know, there is a great, much greater percentage of Anglo faculty and persons in policymaking positions than of minorities.

Some of the testimony from the pupils indicated a lack of sensitivity on the part of some teachers to the pupils, especially with an incident that was related to us yesterday where at the end of the bus ride, the child at that receiving school wanted to participate in a choir, and was told that you are a visitor there.

Has NAACP made any recommendations to the school administration as to the kinds of involvement, kind of work that needs to be done, sensitivity training, or human relations seminars on an ongoing basis as to not only the faculty, but parents and teachers?

Mr. Howell: We feel, as I stated earlier, that if the superintendent would have more minorities in his faculty in policy-making positions, that would solve an awful lot of these problems.

As of this date, the policy-making positions of the minority is just absent from the present administration. We feel that if that was corrected that in the future it would have a great effect on what you just mentioned, and what many of the complaints are about.

So, number one, the administration needs to get more minorities in policy-making positions on his staff. I think that would correct many of the inequities.

Commissioner Freeman: Has the NAACP made any recommendations as to the kind of training orientation that the faculty ought to have?

Mr. Howell: No, we haven't gone in depth into that yet.

Commissioner Freeman: Your focus has been on employment of minorities?

Mr. Howell: Right.

Commissioner Freeman: Thank you.

Chairman Flemming: Commissioner Rankin?

Commissioner Rankin: Has the NAACP worked with any of the Chicano organizations, we call them pressure groups in political science—have you ever worked with them?

Mr. Howell: We have worked very closely with the Chicano organizations when possible, yes.

Commissioner Rankin: You are going to continue to do so?

Mr. Howell: Oh, sure. Yes. We have had very good relations. There have been some rumors that sometimes we differ and so forth, but I suppose all the races differ. The Anglos and blacks differ sometimes, but we continue to work together.

Commissioner Rankin: I wonder if you could give us assistance. How would you answer a question brought up by a witness or two yesterday that they believe in integration, but were against "forced busing"? How do you answer that?

We need all the expert advice we can get on that subject.

Mr. Howell: Sometimes those statements—it is according to where they come from. I firmly believe that a statement coming from a Chicano would have a different meaning than coming from a black or something like that.

Commissioner Rankin: I agree.

Mr. Howell: If it was from a Chicano, then I could understand. I think it was in the morning paper, I mean the evening paper why the Chicano didn't agree with the busing.

I think that answers your question. I could read his statement here if you would like for me to.

Commissioner Freeman: We heard it.

Chairman Flemming: No, we heard it.

Commissioner Saltzman?

Commissioner Saltzman: Mr. Howell, Could you tell us how the school board is elected? Do you know?

Mr. Howell: By the people.

Commissioner Saltzman: I realize. By districts?

Mr. Howell: No, citywide. It might be better if it was by district.

Commissioner Saltzman: I wonder if we have specific information on how the school board is elected that we might enter into the record?

Mr. Glick: We can.

Commissioner Saltzman: Has the NAACP engaged in efforts to get the black community to participate in the election of school board members?

Mr. Howell: You mean to change the boundaries to districts instead of citywide?

Commissioner Saltzman: No, in the election process, have there been efforts, drives by the NAACP to get the black community to participate in the election?

Mr. Howell: Oh. Very much. Very much. With about 10 percent of the population of blacks that we were able to elect a member of the black community to the school board, we had to really get out and participate. We have done that very much. Sure.

Commissioner Saltzman: How is the slate for the school board made up? Where does that come from? Is there a citizens' committee that prepares the slate, or what?

Mr. Howell: No, it is individual.

Commissioner Saltzman: Each individual runs on his own?

Mr. Howell: Runs on his own and gets what backing he can from what organization he can.

Commissioner Saltzman: The NAACP hasn't officially endorsed in the past any candidate or slate?

Mr. Howell: Not officially, no, but we do work with the one that we think is best for the minorities and all the children, for quality education.

Commissioner Saltzman: Thank you.

Chairman Flemming: Commissioner Horn?

Vice Chairman Horn: No questions, Mr. Chairman.

Chairman Flemming: Commissioner Ruiz?

Commissioner Ruiz: No questions, Mr. Chairman.

Chairman Flemming: Could I ask just one additional question?

You referred to the community education council. Do you happen to serve as a member of that council, that is, the community education council appointed by Judge Doyle, and that is chaired by Chancellor Mitchell? Are you a member of that council?

Mr. Howell: No. We have monitors that Chancellor Mitchell is the director of, and I happen to be one of the monitors.

Chairman Flemming: Right.

Does the organization have any representation on the council? Does the NAACP have any of its members serving?

Mr. Howell: I am not aware of whether we do or not. I don't know.

Chairman Flemming: On the basis of what you have observed up to the present time, would you conclude that this is an effective device for implementing a desegregation plan?

The reason I ask the question is we are very much interested in the way it is operating. Of course, what we have in the back of our minds is whether it is operating well enough so that we ought to recommend it to other communities as an effective device.

How do you feel about it?

Mr. Howell: Do you mean the monitoring and so forth?

Chairman Flemming: Yes, all of the activities.

Mr. Howell: I would highly recommend it.

Chairman Flemming: Right.

Mr. Howell: Maybe I shouldn't call names, but if other cities that are having trouble had done their homework in the way that we did in Denver with the monitoring and so forth, I think the trouble would have been quite limited.

I highly recommend it, and I think it would really serve a purpose, and I hope it will continue.

Chairman Flemming: Well, again, we appreciate your coming this morning. We appreciate your leadership, and the leadership of the NAACP in dealing with this issue from the very beginning, as far as this area is concerned.

We appreciate your commitment to doing everything possible to make it work.

Thank you very, very much for being here with us.

Mr. Howell: Thank you. I am happy to have come.

Chairman Flemming: Thank you.

All right, counsel will call the next witness.

Mr. Glick: Mr. Chairman, the next witness is Lawrence Borom, executive director of the Denver Urban League.

[Whereupon, Lawrence Borom was sworn by Chairman Flemming.]

Chairman Flemming: Welcome. We are delighted to have you with us.

Mr. Glick: Mr. Borom, would you identify yourself for the record, please.

TESTIMONY OF LAWRENCE BOROM, EXECUTIVE DIRECTOR, DENVER URBAN LEAGUE.

Mr. Borom: I am Lawrence H. Borom, a resident of Denver. I live at 3053 Birch Street in Denver. I am the new director of the Urban League of Colorado, serving in that position now for the last three or four days.

Mr. Glick: Mr. Borom, I understand that you are newly arrived in Denver, but that you have a statement that you will make on behalf of the Board of Directors of the Denver Urban League.

Mr. Borom: Right.

Mr. Glick: Will you please proceed?

Mr. Borom: Sure.

Chairman Flemming: Mr. Glick, if I might interrupt and say that Mr. Borom held a position comparable to the position he has in Denver in St. Paul when I was a resident of St. Paul serving as president of McAllister College.

I developed the highest regard and respect for his leadership. More recently he has been with the National Office of the Urban League, and in that connection has been doing some business with the administration on aging, and again we have appreciated very, very much his leadership. So that I feel that this area is fortunate that he has come here to accept this position.

Mr. Borom: Thank you very much, Dr. Flemming.

Mr. Glick: Proceed.

Mr. Borom: We welcome this opportunity to make a presentation or to add to the testimony regarding public school desegregation in Denver.

I would like to make it clear, of course, that I am here representing the organization and am trying to recount as best as I can some of the experiences of the Urban League of Colorado over the last 30 years, more specifically in the last several years in terms of trying to deal with the educational needs and problems of minorities in Denver.

Certainly my short period of time here would not qualify me to speak in any expert fashion.

Further I would like to indicate, though, that I have had a longstanding interest in education myself, having been a school teacher in segregated schools, and having worked, as Dr. Flemming indicated, in other desegregation activities as well as segregation activities.

I draw a distinction between the two.

Lastly, in my most recent position with the Urban League that I was responsible and supervised the educational program for them. The National Urban League has had a position supporting and demanding desegregation and integration of the schools for many years. Vernon Jordan has called this the key issue in terms of the Constitutional rights, issues that face the country today.

I would like to quote him just in one statement. That is in terms of the busing aspect of desegregation, and of the kind of importance of desegregation-integration in our public schools: This is a quote from Vernon Jordan.

> The debate over busing is reminiscent of the debate in the early '60s over desegregation in public places. Then, as now, the basic issue was one of access. There was no inherent good in sitting next to a white child in school as there was none in sitting next to a white person at a lunch counter. But there is considerable inherent virtue in equal access to the rights and privileges of this society—and that is what the civil rights struggle is about today, as in the '60s, is all about. So long as this society has pretensions of being democratic and open, and so long as the resources of public education are concentrated in the hands of the majority white population, the public school systems must be desegregated.

I drew a distinction between desegregation and integration. My reading of the experiences here in Denver of the long-standing, long-ongoing litigation and challenges to court decisions gives me the opinion that we are really just now beginning to deal with the question of desegregation, first of all, and hopefully of the question of integration.

One of the unique features of the Urban League's program in Denver, and the Urban League is 30 years old in Denver, one of our unique features is that the Urban League has concentrated over all these years particularly on employment, so that many of the concerns we have had over the years in Denver have been the lack of preparedness that young minority people have when they come to the Urban League seeking employment.

As I talked to my staff about their experiences with high school graduates of Denver, recent graduates of Denver high schools, and of course we are talking here about a mixed population as far as our constituency our clients are concerned, the Urban League serve a great number of Chicano people in the community, as well as Blacks and other minorities, but my staff tells me up to 75 percent of the people they are seeing looking for employment have only very, very general kinds of course backgrounds.

In other words, have not received the sort of counseling and guidance that are required to help youngsters make decisions about what kind of courses to take, where they should concentrate if they are interested in certain fields of work.

This has been a very significant problem as we see it, again based on our interest in the employment needs of Denver's minorities.

Another concern that has been raised by my staff is that there has been virtually no information made available to students about the resources in the community that they can use for the various kinds of help they will need in finding jobs.

Of course, in Denver, as in other parts of the country, there is a disproportionate number of minorities unemployed, to the general population.

So that the proof of the pudding will be what changes take place in the school system, and in the education that is available for youngsters, minority youngsters in Denver in terms now of a desegregated and hopefully integrated education.

Now our experience across the country in terms of desegregation and integration, the experience of the Urban League is that the sensitivities that have to be developed in an integrated quality education program are among the last items that people take up at the point that they are forced by some court order to desegregate the schools.

We think that is going to be the biggest challenge that the Denver public schools have. The Urban League and other organizations in the community should be used as resources, as the Denver public schools attempt to really integrate and provide quality education to youngsters.

Our experience in the educational area in Denver has been again related to our concerns about jobs, about affirmative action.

The Urban League for a number of years, starting in 1965, began a program called Project Leapfrog, which attempted really to augment the counseling and guidance program of the public schools.

That program ran for approximately five years. It was funded in part by a foundation grant, it was funded in part by a grant from the—through the schools, from the Elementary and Secondary Education Act.

The program ended in 1970 due to an inability to get funds in that year. However, during that period of time the Urban League was working very closely with the junior highs, particularly, and several of the high schools in Denver to try, as I say, to augment the counseling and guidance that these youngsters were receiving, particularly minority youngsters, and to expose them to the world of work and expose them to the kind of resources in the community.

We think that this was a useful effort. We think that the greater the degree that the Denver public schools make use of the voluntary agencies such as the Urban League, organizations such as the NAACP, the more likelihood there will be of an effective integrating effort in terms of the educational program.

I would like lastly to say then that the Urban League maintains continued interest in attempting to help solve the problems of really integrating and providing quality education for youngsters in Denver, and that we think that such efforts as the Community Education Commission, the monitoring, the PLUS Program, which you have heard something about in the testimony up to now, represents both a quasi-public, and importantly, a private involvement of people in the effort which we think may be the difference between the success, or the potential success of this situation as opposed to some other cities.

Thank you.

Chairman Flemming: Thank you very much.

Commissioner Horn?

Vice Chairman Horn: No questions, Mr. Chairman, except I would like to share, I think the praise of all of us for the work that both the Urban League and the NAACP that preceded you. I can't think of two organizations that have done more over the generations for desegregation than the two organizations that have appeared this morning.

I think often in the last decade we have had organizations rise and fall that got a lot of publicity and a lot of attention, while both the Urban League and NAACP were working steadily then at the grass roots and through legal action and constructive human development programs that I believe have had a great deal to do with the accomplishment we see in this country today.

Chairman Flemming: Commissioner Freeman.

Commissioner Freeman: I would just like to add to what the vice chairman has said my additional commendation that the Urban League is in its programs, that the target population is inclusive of the minorities, the Hispano, the Chicano, as well as the black.

The knowledge and the fact that this is on the record from both NAACP and the Urban League is very helpful, because there is a danger, as I indicated yesterday, that one minority will be pitted against another minority and that that in itself will be a diversionary tactic and will keep both minorities away from solving the problem.

So I just want to share my appreciation that you have come and made the contribution that you have made.

Mr. Borom: Thank you.

Chairman Flemming: Commissioner Rankin?

Commissioner Rankin: No questions.

Chairman Flemming: Commissioner Saltzman?

Commissioner Saltzman: I would just like to bring to the fore the order in Boston that included the use of businesses to direct the preparation for employment of the children desiring to go from high school into employment.

That seemed, I think, to the Commission a very creative kind of relationship in helping the schools to design their courses to meet the needs of the business community.

I wonder whether the Urban League might be instrumental in suggesting and helping to organize such a relationship between the business community and the school community?

Mr. Borom: In Denver, in our past history, and again I am gleaning from the records of the Urban League's efforts in employment and education, there has been a strong effort on the part of the Urban League to involve business in terms of the, again, augmented education for minority youngsters who will be entering the job force within a few years.

In terms of an official kind of relationship between industry and the schools in educating, I certainly agree that that is a useful kind of relationship. As an example, in Minneapolis, one of the efforts that was made, which I think was very significant, was the adoption of certain schools, target schools by given large industrial organizations.

I think this not only educates and gives opportunities for the youngsters themselves to get a broader picture of what the job market is like; but it also does something for the counselors and teachers.

We have found across the country in many cases that counselors and teachers have been so far removed from the real world of work that they are in a very poor position in terms of their own knowledge to give the kind of information and the kind of guidance to youngsters that is very important, particularly for minority youngsters who have had in some cases a very isolated kind of educational experience.

So I would suggest that that is a very important kind of prospect, and we will work certainly towards that end to involve as many parts of the community as possible in the whole effort of again providing quality education, quality integrated education in Denver.

I might just say we are really looking at this in Denver and around the country from the Urban League standpoint as a question of human development. With the crises in the cities with the flight from the city to the suburbs, all the major urban issues we are talking about today, certainly there is a need to develop to the highest extent possible all the youngsters in our cities, in our city school systems.

Everyone has a responsibility and stake in that, it seems to us.

COMMISSIONER SALTZMAN: Thank you.

CHAIRMAN FLEMMING: Commissioner Ruiz?

COMMISSIONER RUIZ: At the present time how is the membership of the Urban League broken down to, ethnicitywise, and racewise, in Denver?

MR. BOROM: In Denver we have not had an active membership program for the Urban League, unlike some other urban leagues.

Our Board of Directors has recently made a decision that we will move in the immediate future to institute a membership effort.

But in terms of the Board of Directors itself, our board is made up as is the usual case with representation from many aspects, a broad spectrum of the community.

We have one Chicano board member, to my knowledge, out of the 28 that are currently serving.

We have about a 50-50 white-black board representation. Of course, that representation also includes people from various economic and social backgrounds.

COMMISSIONER RUIZ: How about staff? Do you have—how is that broken down?

MR. BOROM: Our staff is approximately 60 percent black and 40 percent white.

COMMISSIONER RUIZ: No Chicanos?

MR. BOROM: Currently no Chicano staff member.

Commissioner Ruiz: As I understand, then, out of the Board of Directors and out of 28 persons, you only have one Chicano?

Mr. Borom: That's correct.

Commissioner Ruiz: Can you explain that?

Mr. Borom: No, I really can't explain that. No, I'm not in a position to explain that.

I think that is probably something that needs some work. I would suggest our current board recognizes the need to broaden that particular representation.

I certainly would concur that that needs to be broadened.

Chairman Flemming: We do appreciate your being here with us.

On the point Commissioner Saltzman made, you probably know that in Boston, the pairing of business concerns with the school was really finally incorporated in the Phase 2 plan as developed by the Court.

Mr. Borom: Right.

Chairman Flemming: We were impressed with the way in which that was evolved and, of course, I am aware of the situation in Minneapolis, also, so that I would think that this was a possibility that this community could well afford to consider.

Mr. Borom: Yes. My understanding is in fact that the business community—again I am speaking from a very short perspective—but that the business community has been somewhat reluctant in the last several years to get involved in what they consider to be a very controversial situation, that is the whole question of integration and desegregation of the schools.

I think that now that the decree has been made again, and that the plan is available, that it would seem to me that now is the time that all the organizational efforts as I indicated earlier, of the broad segments of resources in the community, should be made.

I would certainly think business has a very important role to play there.

Chairman Flemming: Thank you very much. We do appreciate your coming this morning.

We appreciate your sharing with us your insights. We extend our very best wishes to you as you undertake this very important assignment.

Counsel will call the next witness.

Mr. Glick: Mr. Chairman, the next witnesses are persons representing both the print and electronic media and a member of the Community Education Council Media Committee.

The witnesses are William Hornby, Executive Director of the Denver Post; Charles Leasure, General Manager of KBTV-9; Al Knight, Assistant Managing Editor of the Rocky Mountain News; Paul Blue, Executive Director of KRMA-TV Channel 6; and Ms. Lorie Young, CEC Media Committee.

Will these witnesses come forward, please.

[Whereupon, William Hornby, Charles Leasure, Al Knight, Paul Blue and Lorie Young were sworn by Chairman Flemming.]

TESTIMONY OF WILLIAM HORNBY, EXECUTIVE EDITOR, DENVER POST: CHARLES LEASURE, GENERAL MANAGER KBTV-9; AL KNIGHT, ASST. MANAGING EDITOR, ROCKY MOUNTAIN NEWS: PAUL BLUE, EXECUTIVE DIRECTOR, KRMA-TV 6; LORIE YOUNG, CEC MEDIA COMMITTEE

Mr. Glick: Would you all please identify yourself for the record, by your name, your occupation and your address?

Ms. Young: I'm Lorie Young. I live at 2345 Elm Street. I am on the Community Education Council, as representative of the League of Women Voters of Denver, and I am chairing the Media Committee.

Mr. Hornby: William Hornby, 5400 Mansfield, Denver. I am Executive Director of "The Denver Post."

Mr. Blue: I am Paul Blue. I am Executive Director of KRMA-TV, Channel 6.

Mr. Knight: Al Knight. I am Assistant Managing Editor of the "Rocky Mountain News."

Mr. Leasure: I am Charles Leasure. I live at 5050 East Fawcett Lane. I am President and General Manager of KBTV, Channel 9.

Mr. Glick: I'd like to begin with Mr. Hornby, then Mr. Knight.

The desegregation of public schools in Denver has been a long process. It's been not only an educational process, but it's a process of politics, as well. I'm interested in learning how the newspapers have attempted to present this issue, as not only a problem of education, but a political problem. How have you attempted to show both sides, all sides, of this issue?

Mr. Hornby?

Mr. Hornby: I don't think I can accept your terminology in the sense that at least speaking for our newspaper, we have attempted to present this in any particular fashion. I think desegregation story in Denver obviously has been a major social development over the period at least that I have been involved in the direction of the paper, and we have attempted to, on the newspaper side, we have attempted to present the developments to the community as they have happened, to the best of our ability.

And we have attempted to comment on it editorially, give our opinion at stages where opinions seemed called for.

But I don't believe if I read the structure of your question correctly, I don't think that we approached it from a particular set of mind that we were attempting to present a particular approach to the problem.

Is that responsive to your question?

Mr. Glick: Yes.

Mr. Hornby: I think we try to do a straight traditional newspaper job of covering a development in our community.

Mr. Glick: But you have had occasion to print editorials—

Mr. Hornby: Certainly.

Mr. Glick: —presenting some views on that?

Mr. Hornby: Right.

Mr. Glick: Both as an educational issue and a social issue?

Mr. Hornby: Correct.

Mr. Glick: And has your coverage been news coverage primarily, or has it been through your education editors? How have you handled that?

Mr. Hornby: I think it is pretty hard to assign proportions. A great deal of the coverage of this issue has been straight news coverage. When the developments were such that they were occurring through the structure of the school system, they were developments at school board meetings in the schools themselves, by and large, they would fall to our education editors.

Some developments in the picture came, of course, as broader news happenings, in which case, other reporters would become involved.

Our editorial comment was done by a separate staff of people.

Mr. Glick: Thank you.

I'd like to turn then to Mr. Knight, with questions of similar nature on how your paper has handled the issue, which is, as Mr. Hornby indicated, a social issue, as well as an educational issue.

Mr. Knight: Well, I don't like to find myself in the position of endorsing everything Mr. Hornby has said, but I think I have to in this case.

Essentially, the pattern has been the same. I reviewed all of the clips from about 1962 on, and I think that you would have to say that most of the coverage in the newspaper has been of a straight news variety in which stories have been covered of each development in the court, each development in the arena school board and the school administration. And really there is no theme that I can find. Certainly, there was no—the only thing that set that story apart from any other stories that appeared in the newspaper was that it was always given, I think, in both papers a great deal of prominence, because it was recognized from the beginning that it was going to be an important issue from 1962 on.

Mr. Glick: Thank you.

I'd like to ask Mr. Hornby a question really unrelated to the newspaper, but we understand that you are director of a private school, the Temple School, here in the City.

Mr. Hornby: At one time I was, yes.

Mr. Glick: You are not presently?

Mr. Hornby: Not presently, no.

Mr. Glick: But in recent years?

Mr. Hornby: Yes, in recent years.

Mr. Glick: Have you noticed any impact on the enrollment in the school as a result of the desegregation order, and even before?

Mr. Hornby: I'd have to list my responses tentative, because I don't remember the figures. During the early stages of the desegregation issue in Denver there was virtually no reaction. About two years ago when there was a temporary reaction, I might say, at one point, and I can't recall exact details right now.

One point when certain court decisions had come down in Denver indicating that the busing was going to be much more widespread than probably the community had heretofore recognized. There was a surge of enrollment in the private school picture in Denver.

That immediately fell off, however, in the succeeding years, as you might say, the situation cooled off.

MR. GLICK: Thank you.

I'd like to ask Mrs. Young what the efforts of the Media Committee of the CEC have been in order to spread the word, in order to let the people know what the Council was doing, what activities have you undertaken?

MS. YOUNG: I must correct myself. Actually, it is the Education and Information Committee, and we deal more than just with the media. I think the main thing that we did to start off in 1974 was Mr. William Funk, who was chairing this Committee, at the time, called together the heads of the newspapers, and the other media to a luncheon to try to explain what the role of the CEC was under the desegregation plan. And asked them if they would cooperate in trying to report the news, the facts, not to let—take a rumor and put it on the front page, to try to help us present the positive sides of the things that were going on in the schools.

And I think that both of the newspapers have, in general, done a good job of this. We haven't had the scare tactics used that some newspapers might take advantage of, at least by the Post and the News. They have reported the facts, they have traced down rumors before they put them on the front page, and I think they have had their reporters at most of our community education meetings to report those meetings.

One thing that did disappoint us in the following year when we followed up this initial luncheon by going to the newspapers and asking them if they would print, let's call it, a bonus section, just before school started, again explaining the desegregation order, the plans for the school, that both of the papers were reluctant to do this.

And I think this would have helped in educating the public on what was going on, and it would have been a wider distribution than our Committee was able to do with lack of funds.

MR. GLICK: You say that the newspapers have had representation at the meetings of the Community Education Council. Have they reported generally on what has taken place?

MS. YOUNG: Yes, I believe the News and the Post have done this. I could not say the same for a smaller newspaper called the "Sentinel," which is published in the southern part of the City, reaches many of our citizens in Southeast and Southwest Denver.

MR. GLICK: Thank you.

I'd like to ask Mr. Blue whether your station, which is KRMA-TV, Channel 6, has had any special programming relating to the process of school desegregation in Denver?

Mr. Blue: Yes, in rough notes here, I've played out the chronology of programming since about late 1968, if you would be interested in that.

Mr. Glick: Yes.

Mr. Blue: October 10, 1968, the superintendent presented a plan for integration over Channel 6, starting at 7:00 p.m. On October 24, 1968, at 5:00 p.m., a remote telecast from South High School, a regular meeting of the Board of Education. November 12, 1968, starting at 7:30 p.m., remote telecast from South High School, to allow response to the superintendent's plan.

On November 26, 1968, at 7:30 p.m., a remote telecast from South High School to hear comments on the superintendent's plan.

A televised Board on December 5, 1968, starting at 7:30 p.m. A televised Board conference on Channel 6 to discuss the superintendent's plan.

And on March 17, 1971, starting at 7:30, the Board meeting on Channal 6 to hear the report of the superintendent.

I believe that was called "Alternative Plans for Desegregation of Schools in Compliance with the Court Order."

On May 10 and 11, 1971, starting at 7:30 in the evening, going till 2:00 o'clock in the morning, two remotes from South High School.

These were open hearings. Members of the community who wished to make their views known were invited to speak.

On May 26, 1971, at 2:00 o'clock, the superintendent's report over Channel 6 to the staff concerning the need for carrying out the court orders, presentation carried comments concerning interpersonnel and intergroup relations.

On September 16, September 23, September 30, October 12, October 14, in 1971, from 7:30 to 8:00 p.m., on those evenings, there were five half-hour budget reports, and my understanding is that although these were general budget reports of the Denver Public Schools, by necessity many of these reports dealt with various phases of desegregation.

On March 16, 1972, from 10 to 11 p.m., there was a discussion of the busing plan set up for the school year 1972 — '73.

September 19, 1972, 7:30 to 8:30 p.m., according to my information, this is a school board presentation which undoubtedly had some elements of integration within it. September 20, 1973, 7:30 to 8:00 p.m., again, elements of integration were undoubtedly a part of the school budget hearing on that date.

February 5 and February 7, 1974, from 9:00 to 10:00 in the evening, two one-hour programs, one was the plaintiffs and the other was the defendants' plan for integration of the Denver public schools.

September 12, 1974, from 7:30 to 8:00 p.m., the superintendent's budget again discussed where elements of desegregation were a part of that presentation.

September 11, 1975, 7:30 to 8:00 p.m., superintendent's budget addressed itself to quality education.

Now, on August 27 of 1974, the station began a series of programs called "Open Channel." This is during the school year. This year on Tuesday nights from 7:00 to 8:00. These programs are devoted to the discussion of many school programs and activities. And it is set up for viewer telephone response, so viewers can call in questions of the participants, and various phases of integration and desegregation have come up during these programs.

January 26 of this year, at 6:30 p.m., a presentation by the Community Education Council on our weekly public affairs program called "Colorado Weekly."

The program defined what the CEC is, what the CEC was mandated by the court order to do in its relationship with the Denver public schools.

This program was a panel discussion hosted by Dr. Charles Milligan, featuring Chancellor Maurice Mitchell, Mrs. Jean Bane, vice-chairman, Mrs. Liz Harvey, Chairman of the Education Committee. Also a monitor meeting and a film of the meeting at the Horace Mann Junior High School between a CEC monitor and a principal.

MR. GLICK: Thank you, Mr. Blue. I'd like to understand, if I'm correct, that the Station Channel 6, the property belongs to the Board of Education?

MR. BLUE: It is licensed by the Denver public schools.

MR. GLICK: It is licensed by the Denver public schools?

MR. BLUE: Yes.

MR. GLICK: And it is supported by the public schools?

MR. BLUE: Partially, yes.

MR. GLICK: But it is a public television channel?

MR. BLUE: Public television, yes, sir.

MR. GLICK: Thank you very much.

Mr. Leasure, has Channel 9 taken an editorial position with respect to the process of school desegration and the implementation of the court order here in Denver?

MR. LEASURE: Yes, sir, we have from time to time. Any editorials which have been given by Mr. Flannigan, the former president and general manager, express the company point of view on the overall issue. However, this is by no means a substantial part of our coverage of the whole integration problem.

MR. GLICK: What other coverage has there been?

MR. LEASURE: Well, the bulk of our coverage would have been in the same way as the newspaper coverage, objective day-in and day-out coverage of developments as they occurred.

We attempted to keep a specific reporter on this story as it developed for the maximum period of time. If he was promoted or moved on to another area, we attempted to get somebody else on who could take over in his stead. That would, as I say, would represent the bulk of our coverage and that would be objective and unbiased.

From time to time, we created special programs and documentaries that would either be objective or would take a particular point of view.

In the news programs from time to time we would run what we call "mini-documentaries," which would be a three- to five-part series of perhaps four minutes in length, each night, that would shed some light on a then current development.

In addition, we also have what we call community comments. This is a 60-second announcement which we make available at no charge to responsible members of the public, in which they can espouse their point of view without any rebuttal or reply.

After that spot is made and aired, we attempt to get people who represent the other point of view to cut a similar community comment, so that we maintain balance.

We also do what we call public service announcements, which are announcements made at no charge that endorse various causes. Editorials, we have covered already.

Our news director, Mr. Carl Akers, and our chief anchor talent also from time to time will run approximately a 60-second, what we call "Carl Akers' Comment." If these are controversial, we do give rebuttal time for reply. That would be, I would suspect, the main avenues that we took in covering the ongoing story.

Mr. Glick: Mr. Leasure, as part of your license renewal, I understand that there was a minority task force established to relate to the station. Has that task force had any impact on the manner in which you handled the desegregation in Denver.

Mr. Leasure: Yes, sir, it does. Could I state, however, that the task force agreement was negotiated originally at the time of the transfer of the license from Mullins Broadcasting Company to the present licensee, Combined Communications Corporation.

Mr. Glick: Rather than a renewal?

Mr. Leasure: Right. Subsequent to that transfer, we have had a renewal and again a minority task force agreement as part of it.

Yes, the task force has input in all our public affairs programs. We have a minority affairs coordinator on the staff full-time, whose job it is to represent the minority community with the management of the station, both from the employees' standpoint, internally, and from the broad community as a whole. We did one program, —I also have a list of highlight programs, if you will, that we have run in the past, if you would be interested in that.

Mr. Glick: I think in the interest of time I might be able to take that and consider inserting it in the record, but I don't think we really have time.

Mr. Leasure: All right, sir, fine.

Mr. Glick: Thank you.

Thank you all.

Mr. Chairman, I have no further questions.

Chairman Flemming: Commissioner Horn.

Vice Chairman Horn: I would like to ask those that head both the print and visual media. If you had an editor or television manager in another city that called you up one day and said, "Look, things are starting to pop in our city on desegregation," what advice would you give that individual as to how they should cover the emotion-laden problem of desegregation in the city?

Would you have any words of wisdom, Mr. Hornby?

Mr. Hornby: No, sir, I'm afraid I wouldn't have a very good prescription for them except to urge them to keep cool and keep patient and play the story by the traditional system that has served our industry in pretty good stead in the past of trying to maintain objectivity and trying to keep their hat screwed on.

That is not much of a blueprint of particulars, but I'm afraid that is all I would be able to say.

Vice Chairman Horn: Mr. Blue, if somebody asked you that on an educational channel?

Mr. Blue: Well, I would have to say as I think was demonstrated here in Denver with both print and electric media, a fair balanced coverage of the events that are transpiring at the time desegregation is occurring. There was a great deal of significant exposure to many, many viewpoints, and I think a real effort was made by all media to stay away from reporting incidents that might not be true to avoid the kind of rumors that develop in these kind of situations, and I just think, just a responsible reporting of the events as they are occurring.

Vice Chairman Horn: Mr. Knight?

Mr. Knight: Well, I wouldn't add too much to this either, I'm afraid. I think that the—based upon the experience in Denver, I would have to say that there is some advantage to the newspapers and the media generally remaining to some degree disinterested in the outcome and more interested in serving as a conduit.

I would recommend that paper not take a vigorous position in their news columns, obviously, one way or the other, either by the amount of material they run on one side or by the tone of what they run. Because if you do that, you end up as I think there are undoubtedly examples nationally where the paper is essentially trying to convert the converted.

It is not being read by those who might disagree with it, or at least it is being ignored generally. So, I think there is some value to keeping the lines of communication just that, communication, to all elements of the community, if you can do it. It isn't always possible.

Vice Chairman Horn: Mr. Leasure?

Mr. Leasure: If it were a fellow station manager in another market, I would urge that same type of objectivity on behalf of all his people. However, at the same time I would urge him to become as involved as he could so that he is aware of the ongoing developments.

I felt it a real privilege to be on the CEC for its first year, and I would strongly urge that if this occurred in another city where a similar organization was not set up, that every effort would be made by somebody in the town to organize this kind of a group.

A great deal of credit must be given to the people of Denver for the way in which they conducted themselves. But the fact remains that this initial group of 40 representing, as it did, the broad spectrum of community life had to have an important influence in the smooth going that we had during the roughest part.

VICE CHAIRMAN HORN: As you know this Commission held a week of hearings in Boston and in both private conversations before, during and after those meetings, as well as some of it on the record, my impression, and it is strictly an impression, is that the local media in Boston did a rather responsible job, just as we know generally the local media in Denver has done a responsible job.

One of the problems arose when the national media moved into Boston and began covering it. And I wonder if any of you gentlemen or Miss Young, saw any difference in the type of coverage that national media gave the Denver story as opposed to the on-the-spot coverage you had been giving it over the years and, if so, what those differences are?

I would welcome anything you have.

MR. HORNBY: I'll pass the microphone along, but I just want to say that I think we were blessed by a relative absence of the national media in our particular situation here.

Perhaps we were somewhat insulated by our geographical position. I'm sure there was some coverage, but I don't recall at any point in our situation the intensity of scrutiny from the national media on the Denver situation.

And I think this was helpful on the local scene.

MS. YOUNG: I think this was one concern of our committee that we kept seeing the reports from Boston, usually a negative type of report, and we wondered why we didn't have some coverage of the good things that were going on in Denver and the smooth implementation.

At one time we did approach Chancellor Mitchell with this concern. He felt that we could, I guess, let sleeping dogs lie, that if we had this kind of coverage, then the other side of the picture might demand kind of equal time sort of thing. We were covered by CBS on September 10th, a very short segment of the news, which I thought was—tried to show both sides of the picture here.

VICE CHAIRMAN HORN: Mr. Blue, Mr. Knight, Mr. Leasure, have you any views on this?

MR. BLUE: Nothing I would add.

VICE CHAIRMAN HORN: Mr. Knight, anything?

Mr. Leasure?

MR. LEASURE: No.

Vice Chairman Horn: Based on our on-the-spot coverage, what problems do you see in covering the desegregation story that perhaps differ from other deeply involved community issues?

Let me give you an example of what I'm leading to.

In Boston, as I understand it, one of the problems was that a school bus arrived in South Boston, little kids are on the bus being bused in, and what do they see coming toward them but a mob coming toward them. Half the mob is made up of television cameras, technicians, et cetera, all descending to get the story.

Is this just a problem of the technological age in which we live? Are there other problems? Does the mere presence create the story?

Mr. Knight: I'll give a brief answer to that.

I think that—I think that is our problem. It is true that often in these kinds of situations, and I'm afraid I don't have the handle on how to correct it, but the fact of the matter is that on the initial day of some new court order or the initial day of some new program, the tendency is for everyone to show up and write a story about it when, in fact, we know in the beginning that there really is no story there.

The only story is going to be essentially what you describe, a picture of someone getting off the school bus, which is hardly an unprecedented event. But you are sort of boxed into it. I think that in fairness to our position, that is one of the weaknesses of it. If we say as a newspaper or as a television station that we are going to be objective and cover all of the events, we have to acknowledge, I think, as I would acknowledge today, that many of those events are really kind of non-events.

And then looking back on it over a perspective of years, you would find a number of stories in the paper that were really relatively unimportant stories, and in some cases created the kind of problem that you suggest.

Vice Chairman Horn: Any other comments, Mr. Leasure?

Mr. Leasure: I think this particular issue, because of the emotion involved, on all the various sides, was a little more difficult to cover than the average story. If you are out covering the car that ran off the street and into Cherry Creek, there is not an emotional issue involved.

But from time to time in the ongoing coverage of this, certain of the various parties that were involved within positions where they could not necessarily be open in making their positions known to the members of the media.

You would find certain members of certain groups very willing to talk, but on checking you discovered that they were not representing the group at all.

Then sometimes those same groups that at one time were uncooperative were suddenly very cooperative, and the guys that you thought you had before, because of problems of their own, were suddenly unavailable.

So, it was a difficult story to cover.

VICE CHAIRMAN HORN: As we all know, newspaper publishers, editors, station owners, managers, are not simply professionals in their own field but they are recognized community leaders.

And most of you have a very good working knowledge of what makes Denver tick.

And I'd be curious if you could give the Commission a sort of capsule of what factors in the community explain the apparent success compared to Boston and many other cities this Commission is aware of of the desegregation effort made in Denver.

Do you have any feelings on that?

Mr. Hornby?

MR. HORNBY: These, of course, are strictly personal reactions, is that right?

VICE CHAIRMAN HORN: That is right.

MR. HORNBY: I think we were fortunate in Denver in this regard, partially because of our history.

Denver is not Boston. It is a younger town. The cleavages between groups, the depth of some of the problems of the underprivileged, though God knows they are serious enough here, perhaps not reached the depth that those problems have reached in some of the older industrial communities of the East.

I think you had a solider base of hope and a solider base of relative progress on behalf—on the part of all of the segments of our community against—or upon which this problem came to rest.

I think we were fortunate here that—I didn't think so at the time, but in retrospect, I think we were fortunate that the issue was rather promptly channeled into the court system and became a question of—the conflict was through the ordered channels of the courtroom to a great extent, and the community has always been quite a law-abiding community and was content in many respects to wait for the decision of this court or that court.

I think that we have been blessed here by a school system and a school board who have been reasonably open with the people about the processes that were going on.

Of course, we have had some problems in terms of secrecy of meetings and reporting of what was going on in the schools. But by and large, we have not had a defensive educational bureaucracy, I don't believe. I believe we have been able to find out what was going on and finding out with honesty and sincerity on their part.

I think the story was well covered in Denver from the beginning and as a result a lot of rumor was put to rest as it should have been.

Those are rambling comments. I'm sure my colleagues have some other things to add.

VICE CHAIRMAN HORN: Very good.

Any additions?

MR. BLUE: I'd have to say again that I think—I'm not familiar with the setting in Boston. But I think the full disclosure, the ability of many viewpoints in the media to be heard and to be told, and I would have to agree with Mr. Hornby that the matter going into the courts quickly I think everybody felt that they had heard the various viewpoints, regardless of how they personally felt, I think everybody believed it was a matter of law and would have to be dispatched that way.

So, I think that kind of a sequence with a great deal of exposure of viewpoints which I think perhaps vented certain emotions would have to contributed to perhaps the difference in Denver.

Vice Chairman Horn: Mr. Knight, do you have anything to add? Mr. Leasure?

Mr. Knight: Just briefly, I'm afraid there is a bit of a disagreement. But I'll give you my personal view for what it is worth.

I think that in the early part of the controversy, which I would date from, say, 1962 to 1968, or even beyond, maybe '70, there was a failure, general failure, on the part of the community to recognize that what was being argued about here was essentially a constitutional question.

Up until that time it had been seen as one pressure group within the community trying to get for itself a certain set of privileges which had previously been denied it, and that there was an argument over whether or not this was an appropriate request to the school system and to the community. And really there was sort of a general disbelief as echoed in many of the programs on channel 6 that there was any real substantial issue involved here except one of preference.

Then when it went to court, I think while it might have been viewed as fortuitous in taking it out of the arena of politics or out of the arena of general public debate, I think there was during that period of time a belief that it really wasn't going to amount to anything, that eventually what would happen is the courts would hear it and say, "Why, of course, it is ridiculous that you would bus children all over the city of Denver," that there was really no constitutional violation taking place here and, therefore, the redress involved wouldn't be granted.

But by the time the court did act, which would have been in the early seventies, it became a problem of adjustment for the community. And by that time there were so many things to do in terms of adjusting to it and the attitudes had not been formed along the traditional lines that you might find in some other cities, and so it was possible to say, well, what a surprise, or my goodness, what is going on here, and begin to try the job of adjustment to the court orders and to the new situation.

That is my own opinion, of course.

Vice Chairman Horn: Mr. Leasure, do you have anything to add?

Mr. Leasure: I have nothing.

Vice Chairman Horn: One last short question to Mr. Blue.

Since the Denver public schools do own Channel 6 and since this Commission heard yesterday some very excellent testimony from students that are actually in the schools undergoing desegregation, and we have heard similar testimony in Boston, and you have heard the old song that some student first said we could solve these problems if we didn't have to worry about the parents.

I wonder, to what extent has Channel 6 shown these success stories from students actually undergoing this process, being interviewed or going into the schools and really seeing this attitude and spirit that certainly this Commission has detected.

Mr. Blue: I don't think I can really be much help there in that I came on as executive director in June of last year.

So, full content of some of these programs I couldn't—I really couldn't discuss. And if some of the other programming that might have touched, let's say in the instructural schedule during the day, I'm not personally that familiar with the content to know. Perhaps there had been some programs that could have addressed itself to this, but I really—I can't be accurate.

Vice Chairman Horn: Since the Denver schools controlled the channel, it is a useful way to get over to the community the successes that are happening. I was also intrigued Channel 6 wasn't covering these hearings.

Chairman Flemming: Commissioner Freeman?

Mr. Blue: We are able to cover some hearings, but it becomes a rather expensive process to try to cover it all.

Commissioner Freeman: Mr. Blue, does Channel 6 receive federal funds?

Mr. Blue: Yes.

Commissioner Freeman: You received federal funds through CPB, PBS?

Mr. Blue: Yes.

Commissioner Freeman: And also through HEW?

Mr. Blue: Yes.

Commissioner Freeman: Thank you.

Chairman Flemming: Commissioner Rankin?

Commissioner Rankin: Yesterday Chancellor Mitchell was on the witness stand and he was complimentary of the work of all of you. He said you had done a very acceptable and decent job in reporting the situation.

Now, I want you to comment on Chancellor Mitchell's work and his committee, the CEC Committee, because we are going to other cities and are going to Boston, we can tell them pretty well what not to do.

Now, we'd like to have — if you will recommend that you can tell us, should we recommend that other cities establish a committee like Mr. Mitchell's, the CEC Committee, I shouldn't call it Mr. Mitchell's committee, but he has chaired it so well, you understand why I use that term.

Ms. Young: Did you direct this to the media people?

Commissioner Rankin: I want the united opinion. Mr. Hornby has already given his opinion, which I appreciate.

Ms. Young: I might just comment to this question and the previous one, that one of the differences in the Denver situation is that the CEC was created. It was created without getting just the pro-busers, let's call it, on the committee. I think the judge did a very good job of trying to make that committee representative.

The people on it did not all believe strongly in busing, certainly, or in perhaps the integration of the schools. But they did try to help their people in their organizations or the community at large to know that it was the law.

I also would like to refer back to the PLUS organizations, which again was a group of people not all pro-integration or pro-busers, but people who wanted to see that this was a smooth implementation, so I think I could recommend both of these organizations to other cities who were going into this.

Mr. Hornby: I would certainly add a recommendation that the courts in implementing their decrees in other cities in this area consider this kind of a committee structure. It has been our observation, although we refused membership on the Committee and I think wisely.

It has been our observation that it was a highly dedicated, highly involved group, that it gave the court an arm of involvement, and an arm of information that it could not possibly have had elsewhere. That it was a worthwhile involvement of a citizen element that was necessary so that the situation was not just what the school system was reporting or just what the official court system was reporting.

There was actual citizen knowledge of what was going on in the halls of the schools. And I would not be able to see how a situation could evolve satisfactorily without some such mechanism elsewhere?

Mr. Blue: The station's relationship with Miss Young and the Information Committee has been most beneficial to our station, and I'm sure will continue to be so.

Mr. Knight: I will endorse what has been said.

Commissioner Rankin: All of you then would recommend in other cities some committee set up like the one you have had here in Denver, is that right?

Mr. Hornby: Definitely.

Mr. Leasure: Yes.

Commissioner Rankin: I have another question or two.

Yesterday we had witnesses that classified all our witnesses as probusing and against busing. And said we leaned on the pro-busing side. The interesting thing, he didn't have any place for neutrals, don't you see, and I don't know where to put you all, but it would be very interesting sometime to look at his list to see how well you maintain your neutrality in the eyes of some of the pressure groups you have here in the city.

One other point, do any of you have children in the Denver schools?

Ms. Young: I do.

Mr. Knight: I do.

Commissioner Rankin: Has that colored in any way, would you be willing to discuss their opinions and their reactions as it's come back to you and what effect has it had on your opinions?

Ms. Young: I have three children presently in the Denver public schools, two at East High School and one at Gove Junior High. I also have a daughter who went through the Park Hill Elementary, went through Smiley Junior High before the Noel Resolution changed the racial balance in that school and then went on to East High School.

I feel that they have had good experiences perhaps with the exception of the first year that my daughter was at Smiley when it was about 70 percent black, 30 percent white. As that changed through the busing program, and the parents of bused children became involved in that school and demanded that some of the things be changed, everything from new shades in the windows to a language lab, I think her experience there was much better.

And the fact that she could go through the Denver public schools and go on to a university and do very will I think speaks highly of the education she received here.

Commissioner Rankin: Thank you.

Mr. Knight: I have two children. I'll just say briefly one of them attends Park Hill School, the other one attends Gove Junior High. I think most of our complaints, if we have any, against the school system are based upon the failure to reward them with sufficiently good grades.

But we have no other bad experiences to report.

Commissioner Rankin: Thank you very much.

Chairman Flemming: Commissioner Saltzman.

Commissioner Saltzman: I think it is apparent that the Commissioners have high regard for you media people and the knowledge you have of the pulse of the community. And in relationship to that, I'd like to ask you, can you explain why 95 percent of school children are bused in Jefferson County without any problems arising from this while busing in the Denver Public School System does arouse so much controversy?

Mr. Knight: Do you really think it is busing that is arousing the controversy?

Commissioner Saltzman: I want to hear it from you. Can you explain that?

Mr. Knight: I obviously don't think that that is the reason.

Commissioner Saltzman: That busing is not the—

Mr. Knight: No. It is what busing represents in terms of people's concept of an interference with their life and basically whether or not they believe that the reason for the inconvenience is worth it.

In Jefferson County we have had news stories as every media outlet has had news stories about the tradition of busing in other locations as a convenience. But I'm afraid that the argument is not very persuasive because it arises out of different context, and I don't have an answer for it.

Commissioner Saltzman: Any other comments?

Ms. Young: Yes.

I would just like to comment because I have had children involved in the schools for so many years.

Five or six years ago when bond issues were trying to be passed or anything like this, many people, let's say, in south and south—thought that the schools in the core city were equal, I mean they had all they needed and that there was—they felt that the children there were getting as good an education as theirs were in the southern part of the city.

When busing started all of a sudden it was, they are not good schools, and I think that it was mainly because their children would be going to school in school buildings there were not good, where teachers perhaps were not as highly qualified as they were in their previous schools, and it was a black-white issue, let's face it, they didn't want their children to go to school with black children. Instead they hopped on the busing issue, that they didn't want their children on the buses for a half-hour or an hour or whatever it is.

And I think that under this new order that they can see that the schools in the core city were not as good as those.

I would take the example of Morey Junior High which under the desegregation order had to add a great many new items to their curriculum list in order to give all those children bused in the same opportunity they had in their former school. **Chairman Flemming**: Commissioner Ruiz.

Commissioner Ruiz: Yes.

I have a curiosity, and it is out of that curiosity that I'm going to ask the panel a question with relation to how subjective or how objective the selection of news is determined as being newsworthy.

For example, this Commission has gone to various communities and had hearings, and in some of those places there has been a great deal of coverage, and in other places there has been a small amount of coverage. I suppose it is non-news.

But by virtue of my personal experience in that, I was wondering how this is graded, and in order to make a specific example, I'm referring it to the experience that I have had on this Commission. And I'll ask Mr. Leasure, who is on the far end, to see if I can get an answer to that, and then come down in this direction.

Mr. Leasure: All right, sir.

Let me begin by saying that broadcasters have a problem which is not necessarily a part of the experience of newspapers, and that is that the best we can do is telegraph the news. We are operating within a time frame, normally a short time frame, even an hour of local news at the dinner hour is not always sufficient to get everything in that should be in by way of total coverage.

So; by very definition, a broadcast manager places a tremendous amount of confidence in the person he names as news director.

The news director must be relied upon to be objective in his choice of stories to be covered, but the net result remains that he is subjective by what he chooses not to cover. In other words, something must go. He can't cover every story that he would like to cover in a given day. So, you must count on his objectivity to pick the stories that are most meaningful.

You must also rely on his ability to be able to sort out rumor from fact, you have got to count on the fact that he is not going to jump the gun without checking his sources, and you hope that you come up with as balanced a coverage as you can on any given issue.

COMMISSIONER RUIZ: Has there been any rumors concerning the purpose of this Commission visiting this community as an outside federal agency, let us say, interfering with your local picture or have you—since you mentioned the word "rumor" again, my curiosity was piqued.

Have any such rumors been spread around by either opponents or proponents of busing?

MR. LEASURE: I am not aware of any, sir, no.

COMMISSIONER RUIZ: How would you, Mr. Knight, answer that question?

MR. KNIGHT: Well, I think in the newspaper business you have to say there is a large degree of subjectivity in the selection of the play of a story. But the one thing that mitigates against any particular person's view dominating is that it is reviewed by so many people. There are so many different levels of review that if the initial party reviewing a story thinks it is unimportant, it will be reviewed by someone else and that person might think it is terrifically important.

So, the review process tends to work itself out so that if the story has any importance at all, it comes to the attention of someone who is in a position to play it prominently in the paper.

That is not to say that it always works well. Every paper, I would think, would have to admit that on a number of occasions it has ended up putting very important stories, as it turned out, way back in the paper while other stories on the front page have long since been forgotten.

COMMISSIONER RUIZ: And Mr. Blue, can you just briefly give us the objective-subjective—

MR. BLUE: As the public station in Denver, we are really not in the news-gathering business.

COMMISSIONER RUIZ: I see.

And how about Mr. Hornby?

MR. HORNBY: I believe the Commission would accept this statement as being a friendly one, that you are generating information here which no doubt I hope will be of great value to you for other reasons in terms of national programs that you are formulating.

However, the bulk of the testimony that you have received here and the bulk of the opinions that are being expressed here are not new to this community. Most of the people that have appeared here have said what they have said to you elsewhere in our forums and have been so reported.

As you noted, you come at a time when this issue is relatively, shall I say, calm, looks as if it is being relatively well-handled. You use your own term. I'm not trying to land on any particular term in this community. I think our news media would be doing a disservice to the actual facts to make your Commission's arrival here a front page story. I don't think you are that important in Denver here at this minute. I say that in all humility. I do think it deserves certain coverage and I certainly confess the subjectivity that the media sometimes has in its selection of what is out front on a particular date at a particular point in time.

But I would have to say that we are awfully glad you are here in Denver. We hope that your processes have been valuable, but as an editor, I couldn't see this as a front-page story in Denver today.

COMMISSIONER RUIZ: Do you have any comments on the commentators, Lorie Young?

MS. YOUNG: I think perhaps we are very fortunate in Denver, I know we are, that we don't have a lot of—I think they call it hard news, riots and so on.

But one of our difficulties on our committee is trying to get the soft news, items on good programs that are going on in the schools, the positive things, trying to initiate or act as a catalyst for some radio and TV ongoing series type programs that would talk with those children and those parents and those teachers that are actually in the schools.

CHAIRMAN FLEMMING: Mr. Hornby, I feel that your response to the question addressed by Commissioner Ruiz, sums up very effectively the purpose of the Civil Rights Commission coming into Denver. We all recognize that this is a major issue throughout the country.

As I indicated, I guess, yesterday or the day before, as a part-time commission we could content ourselves with reading reports on what has happened in Denver, what has happened in Boston and other communities, but we do feel that this is not only a major issue in and of itself, but a major issue in the whole civil rights area at the present time.

So, we decided that instead of just reading reports that we did want to go into communities that have had experiences in this particular area, take testimony as we are authorized to do by the Congress, then weigh the evidence that we receive and, finally, arrive at some findings and recommendations relative to local situations, but also relative to the national situation, and we are deeply appreciative of the cooperation that we have had from all segments of the community in presenting testimony because we realize as you have put it that in many instances people are being asked to talk about something, they have been talking about it a great deal over the period of the last few years, and we are particularly appreciative of the willingness on the part of representatives of the media along with Mrs. Young, to come and give us this feeling of your approach to this. Because as one of the Commissioners has indicated, Chancellor Mitchell was very positive in his evaluation of the role that the media has played. And certainly your testimony, your response to questions confirms the kind of a conclusion that he reached.

And as we tried to develop an overall report with recommendations to the President and the Congress, what you have done plus the testimony that you have given us will help us to put in its proper setting the role of the media when it comes to the implementation of a constitutional right.

So, we are very, very appreciative of your being here and sharing with us your experiences.

Thank you very much.

CHAIRMAN FLEMMING: Call the next witness.

MR. GLICK: Mr. Chairman, the next witness is Mr. Albert Aguayo, who is Supervisor for Bilingual-Bicultural Education. I will ask Mr. Hartog to do the questioning of this witness.

[Whereupon, Albert Aguayo was sworn by Chairman Flemming.]

TESTIMONY OF ALBERT AGUAYO, SUPERVISOR, BILINGUAL-BICULTURAL EDUCATION, DENVER PUBLIC SCHOOLS.

MR. HARTOG: Would you please state your name, address and occupation for the record?

MR. AGUAYO: My name is Albert Aguayo, 6521 South Allison Street, Littleton, Colorado. I am supervisor of bilingual education in DPS.

MR. HARTOG: That is the Bilingual-Bicultural, funded under the Emergency School Aid Act?

MR. AGUAYO: Yes.

MR. HARTOG: You are in charge of that program?

MR. AGUAYO: Yes.

MR. HARTOG: When were you appointed supervisor of the program?

MR. AGUAYO: October 20th, 1974.

MR. HARTOG: Was the program already underway, the basic structure set at the time of your appointment?

MR. AGUAYO: Yes, it was.

MR. HARTOG: How many schools was the program operating in at that time?

MR. AGUAYO: That one program was operating at 5 elementary schools, a junior and a senior high school.

MR. HARTOG: How many programs now have the Bilingual-Bicultural Education Program?

MR. AGUAYO: We are operating that program in 11 elementary schools, 2 juniors high schools and 2 seniors high schools now.

MR. HARTOG: You make a distinction between the 2 programs?

MR. AGUAYO: Yes, I do because at the time we were operating an EPDA teacher training program for 30 secondary teachers, we were operating a teacher training program 195 elementary teachers, a state-funded program. A multicultural program for the black, the Asian, native American, Hispanic and European American at 15 schools and 2 private schools in addition to that program.

Mr. Hartog: The program now is distinctly different from the original program in '74?

Mr. Aguayo: Yes, we don't have the EPDA teacher training program. The multicultural program was a one-year pilot program, which is being implemented and carried on as a regular part of the 16 schools' curriculum.

Mr. Hartog: Thank you.

Do all these 15 schools presently being provided by the Bilingual-Bicultural Educational Program have substantial concentrations of Hispanic students?

Mr. Aguayo: Yes.

Mr. Hartog: Are there other schools within Denver with substantial numbers of Hispanic students which are not covered by the ESAA Bilingual-Bicultural Program?

Mr. Aguayo: Yes, there are some schools. Those have been included under House Bill 1295, the State Bilingual-Bicultural Act of Colorado.

Mr. Hartog: That program is not now in effect?

Mr. Aguayo: Not yet.

Mr. Hartog: Thank you.

In these other schools, are there any programs at this time for students with language difficulties due to linguistic or cultural differences?

Mr. Aguayo: Yes. To put these in proper perspective from yesterday, you should be aware that the Denver schools has had programs for pupils who speak a language other than English, since 1969 through their diagnostic center, east and west. They have had cultural programs through their Cultural Acts Understanding Project. They have had programs using curriculum packets through the department of instruction, Foreign languange division.

We have provided now the Indo-Chinese Refugee Assistance Program and we also have House Bill 1295, tutorial assistance moneys for pupils who speak languages other than English.

Mr. Hartog: Have any of these programs been funded directly out of locally raised Denver Public School System moneys?

Mr. Aguayo: Yes, the curriculum packets, Department of Instruction.

Mr. Hartog: Those were not from the NDEA funds originally?

Mr. Aguayo: I am sure they had some moneys there, but now the replacement language masters, and so forth, come out of the Department of Instruction moneys.

Mr. Hartog: Thank you. These other programs, are they still in effect at this point?

Mr. Aguayo: Yes, they are.

Mr. Hartog: Do you have any authority over these other programs?

Mr. Aguayo: No, but we work cooperatively with the supervisor for the Diagnostic Center and the supervisor for foreign language.

Mr. Hartog: Returning to the 15 schools covered by ESSA, we have heard testimony about the resource room concept.

If you would please describe what that concept is, and what its objectives are for us.

Mr. Aguayo: I am not sure what testimony you heard, but it's my understanding that you received some testimony from one agency that is a service agency and the particular individual has never made a visit to any of those resource rooms.

So it's difficult at best to make a judgment on the benefits of the resource room concept.

Basically, the court order asked us to implement a program K through 12 at 7 schools which is difficult, if not impossible.

So, to try to maximize that, we tried to capitalize on the strengths and abilities of staff members within those schools by setting up a central resource center at 1150 Capen, where my office is, that provides technical and instructional assistance to all of the satellites in the project, materials, in-service training, and those type of activities are received and take place at that central bilingual center.

At each one of the schools, there is a similar center, staffed by bilingual and bicultural teachers, supported by paraprofessionals who have 4 major objectives as their responsibility. Each of them is a man-sized job, although most of them are ladies.

Number one, to work with the non-English speakers in their school.

Number two, to review, modify and develop instructional materials that reflect the culture and its contributions of the largest minority group at that school.

Number three, to set up structured in-service training programs in cooperation with, or for staff members who already are assigned to those schools.

And last, to develop some strategies to maximize parent involvement. That includes everybody, the cookies and lemonade crowd, community professors, role-models, and those kind of activities. That is the major function of that resource center.

In addition, the teacher does a lot of team teaching with the classroom teacher in the event the classroom teacher can't meet the needs of the youngster within his academic environment.

Mr. Hartog: In your opinion, are there any shortcomings to the resource room concept?

Mr. Aguayo: I think there is room for growth in everything, Mr. Hartog. I think we have had some flexibility recently, in that we will be allowed to focus intensely on a particular grade level in oral language development, say the academic areas for primarily minority youngsters.

I think benefit of that is already evident where many of the multicultural activities will be carried on by the regular classroom teachers without any support of federal funds, just as a regular part of their job.

Mr. Hartog: Would it be fair to say that apart from working directly with the non-English speaking students, that the ability of the Bilingual-Bicultural resource teachers in the individual schools to achieve the goals of the program, of the concept, is dependent highly upon their ability to get the cooperation of teachers and principals in that school?

Mr. Aguayo: I think that is partly it. But we also have a city-wide curriculum advisory committee that represents teachers, kindergarten through 12th grade.

We also have a city-wide education, bilingual education advisory committee that represents the principals, a teacher and 2 parents from each one of those schools. And Dr. Smith, whom you heard from yesterday, is not a member of that committee.

Mr. Hartog: Getting back to the teachers, they are critical, the non-resource teachers.

Mr. Aguayo: I agree. We get them involved continually in in-service training. In the last 2 years, we have had approximately 300 in-service sessions for regular staff members. Some of them are 2 hours long; some of them 3 weeks long, 6 hrs per day.

Mr. Hartog: If a non-resource teacher in one of these 15 schools that is a regular classroom teacher, does not cooperate or is very unenthusiastic about the Bilingual-Bicultural Education Program, do you have any authority to require or to use your authority to effectively persuade that teacher to cooperate with the program?

Mr. Aguayo: I think in most instances, we have had some good cooperation from the building principals.

We have never run into a situation where we have had to use, quote, "authority."

If you are talking about me, personally, I have staff authority as opposed to line authority, as all supervisors in the Denver Public Schools do.

Mr. Hartog: But in terms of your authority to require cooperation of a teacher, do you have any?

Mr. Aguayo: Direct authority?

Mr. Hartog: Yes.

Mr. Aguayo: If I were to order somebody directly? No.

Mr. Hartog: Who does have the authority to order them—

Mr. Aguayo: The building principals.

Mr. Hartog: Do you have any authority over the principals?

Mr. Aguayo: It's a peer-to-peer type of relationship, rather than authority. I think it's very important to note at this point that you should become, as I think Commissioner Rankin mentioned awhile ago, a neutral in this case.

Some purists in bilingual education feel you should impose language on everyone in a bilingual program. I think you have to be very careful with that, because you have Spanish surnamed youngsters, as example, who desperately need a language approach, but do not want anything to do with bilingual education.

You have the ones that do. You have the limited English speaker that is Spanish surnamed or not, that is in those similar categories and you have the majority youngster that is in those similar categories.

So, you have to tread a fine line through there so you do not go back into the rut you are trying to get out of.

MR. HARTOG: Once again, with respect to the principals, you have direct authority to require his wholehearted cooperation with your program?

MR. AGUAYO: No.

MR. HARTOG: Who does?

MR. AGUAYO: Usually the assistant executive director in charge—they are assigned different schools. But we have never had to use that authority.

MR. HARTOG: I have no further questions at this time.

CHAIRMAN FLEMMING: Commissioner Ruiz.

COMMISSIONER RUIZ: Chancellor Mitchell, speaking for the Community Educational Council, stated, quote, "Bilingualism has been a fumbling inadequate effort."

Don Schmidt, Professor of Spanish, and on the original advisory committee involving 1295, the State Bilingual Act, to staff, said, Mr. Aguayo, "The Bilingual-Bicultural Education supervisor is caught in the middle of conflicts and opposing views as to what the program should look like, and who the targeted number of students should be. He has been obliged to deal with a number of different factions, including the DPS Administration, the school board, and the state officials and the advisory committees."

Mr. Schmidt stated he believes Mr. Aguayo receives the most pressure from DPS Administration and that Mr. Aguayo's real posture is a mixture of what he would like the program to look like, and what he is dictated to do.

Mr. Aguayo tried to develop a proposal which would satisfy people who are diametrically—who held diametrically opposed views.

Apparently, that explains what Chancellor Mitchell was saying, that it's been a fumbling inadequate effort.

Has it been your posture to be a neutral in this situation, is that the reason these things are happening?

MR. AGUAYO: No. I think that there has been growth within the Denver public schools from 1974, say, the proposal that I took over under, where it was more of a cultural approach to bilingual education, to as late as last Friday, when Dr. Roscoe Davidson testified or talked to our building principals, that bilingual education should be first of all, an opportunity to improve comprehension, speaking, reading and writing of the English language, to enhance the self-concept. To develop cultural awareness, provide opportunities for youngsters who want to maintain their native language skills, and provide opportunities for youngsters to develop a second language if they so desire.

COMMISSIONER RUIZ: Do you feel you are getting off the ground now for the first time, with respect to these diametrically opposed views, so that there is some, and can be more cohesion and better use of the funds?

MR. AGUAYO: It's difficult to say why Don Schmidt mentioned that.

As I mentioned earlier, Don has tried to combine an overview of '69 through '76 since November of 1975, when he came on board as the House Bill 1295 committee member.

I don't think he has ever visited any of the project schools and understands what is really going on there. I think in many cases, perhaps his and others, he could be one of the purists that I mentioned earlier that feel that bilingual education means a linguist program imposed on all youngsters without recognizing their individual needs.

COMMISSIONER RUIZ: You will admit then, that there is and are differences in point of view, then.

MR. AGUAYO: Certainly. I think bilingual—

COMMISSIONER RUIZ: What I am trying to find out—are these being now reconciled?

MR. AGUAYO: Yes, I think they are.

COMMISSIONER RUIZ: Do you have hope for the future?

MR. AGUAYO: Certainly. There is always hope.

COMMISSIONER RUIZ: This is what I wanted to hear.

Are you getting all organized so that proper use of the funds can be made? For example, you can set up a training program for teacher-training, and devote a lot of money. But teachers will be trained only. They won't carry that training over to the classroom.

You may have some diagnostic funding, diagnostic to me, means you are trying to find out what is wrong, but you haven't found out what is wrong. You may have the funding for other purposes which look to the future and perhaps with this, you have licked your problems and are now ready to take effective action.

This is what I really wanted to know.

MR. AGUAYO: I think we have. Most of the stated objectives in the proposals we have received funding for, based on both internal and external evaluations, have been accomplished over 95 percent of the time.

COMMISSIONER SALTZMAN: We received testimony from Mrs. Bradford, of the school board, indicating to us that the program at Del Pueblo local schools has lessened the quality of education by reason of the introduction of Bilingual-Bicultural education.

Can you comment on that observation by her?

Mr. Aguayo: It would be only a comment at this point, because I was not the director of bilingual education at that time. I think that the Department of Development and Evaluation that provides any statistical data relating to the program did make a presentation to our Board of Education which was received very positively by some people and not so positively by others, that basically said that the stated objectives of the then Del Pueblo project were accomplished to a great degree, and that in most cases, academic achievement for Del Pueblo was equal to or above 18 other comparable schools, except in one case when Del Pueblo was at the bottom.

Chairman Flemming: Again, thank you very much for coming here this morning and adding to our information and understanding of what is certainly a very, very important program.

Counsel will call the next witness or witnesses.

Mr. Glick: The next witnesses are a group of persons representing Manual High School. They are James Ward, the principal; Gerrell McCracken, a teacher; Nancy Jordan, a parent of a student at Manual High School; and William Coker, parent of a student at Manual High School.

Mr. Dorsey will take these witnesses.

[Whereupon, James Ward, Gerrell McCracken, Nancy Jordan and William Coker were sworn by Chairman Flemming.]

TESTIMONY OF JAMES WARD, PRINCIPAL OF MANUAL HIGH SCHOOL, GERRELL McCRACKEN, A TEACHER FROM MANUAL HIGH SCHOOL, NANCY JORDAN, PARENT OF A STUDENT AT MANUAL HIGH SCHOOL, AND WILLIAM COKER, PARENT OF A STUDENT AT MANUAL HIGH SCHOOL.

Mr. Dorsey: I wonder if you would all state your name, address and occupation for the record.

Mr. Ward: My name is James D. Ward. I live at 2618 Adams Street, Denver.

Ms. Jordan: Nancy Jordan, 830 Olive, Denver. Housewife.

Mr. McCracken: I am Gerrell McCracken, 1150 Locust, a teacher at Manual.

Mr. Coker: I am William Coker, 2459 Gaylord. My occupation is a housing manager with the Denver Housing Authority.

Mr. Dorsey: Mr. Ward, as I understand it, you have been in the Denver Public School System for approximately 30 years now, including performing as an instructor at Whitner, assistant at Cole, principal of Wyatt Elementary, and now, for the last ten years, principal of Manual High School.

My question to you now, I would like for you to call upon that breadth of experience, particularly your experience with Manual, and give us a brief perspective of what Manual was like when you got there, and what changes you have seen since desegregation.

Mr. Ward: My experience in the Denver Public Schools has been basically with minority, or so-called black schools.

When I came to Manual about 10 years ago, the school was about 90 percent black, and we would say 10 percent other.

At that time, the efforts that we started at the time I came to Manual was to try to change the self-image of students in terms of what opportunities would be available for them after graduation from high school. To try to do something about the dropout record that we had. And to put in types of programs at that time that would interest the kids and motivate them to continue in school, seeing that there would be an opportunity to go.

Since the desegregation efforts, the school has changed considerably. First, in terms of its complexion. Around 51 percent Anglo now.

We have had to do some retooling, some in service work with teachers to place in the schools the kinds of programs necessary now to meet the needs of the new school population.

Mr. Dorsey: Could you reflect for a moment on the community impressions of Manual, and whether or not they have changed through the years, particularly with school desegregation?

Mr. Ward: Will you rephrase the question? Do I understand you are talking about the immediate community?

Mr. Dorsey: The immediate community and the Denver community and their perspective about Manual.

Mr. Ward: Well, I feel that before the efforts at desegregation, the local community and the satellite communities that came into the school were looking at us as a school that was doing a career or vocational kind of job to help students. And I feel that the immediate community felt that the school was a need, because we were trying to develop community school relationships in terms of things, we would try to do in the community to help the people in the community along with the students.

I think the community that came into our school had some apprehension, because they felt that the school was basically a vocational school, and we had to make some changes there.

I think we have made some changes to some degree. We have a long ways to go yet. But I feel that the incoming community is accepting the school and the staff as people and as an institution that is trying to make the change, do the best that they can for youngsters.

The immediate community is seeing the changes, accepting them. But to a degree, is a little passive as they see the school change.

Mr. Dorsey: As we all understand it, Manual is now by virtue of the court order, tied with East High School in certain mutual connections.

In that regard, as I understand it from our investigations with you and the East Manual complex, there were many preparations conducted by yourself and as I understand it, the principals at East at the time of the order.

I wonder if you might describe some of those preparations to the Commission.

Mr. Ward: Well, as soon as we were able, the principal at East High School, Mr. Robert Caldwell and I met together to see what we could do in terms of the complex.

This was the designation that the court order gave, that East and Manual would serve sort of as one unit which students at both schools would be able to attend, either school, could take certain classes.

We immediately began meetings with the communities, and we will designate them as the Northeast community and the Southeast, because these were the two large communities that were affected.

We started meeting with parents, students at schools, in the evenings, at homes, to talk to them about the plans that we had for them in the fall.

The reason we did this was to give some kind of opportunity for parents and students to question us about the school, because many had no knowledge of the location of the school. So we thought the best thing we could do was conduct face-to-face relationships, and meetings with parents and students so that they could see us, talk to us, and question us about the things we were going to try to do.

We had about something in the neighborhood of about 7 to 9 meetings, giving parents the opportunity to question us, look at program offerings, look at flow sheets, and see how the complex would work.

Then, at Manual High School, we felt there was a need, because there was going to be a vast change. There were going to be 50 percent of the kids going out. And Manual was the ghetto school. We felt that there had to be meetings where students could get together during that summer prior to the opening of school in the fall to see what they could do to alleviate some of the kinds of tensions and problems and negative feelings that both parents and students would have.

An example, how do you organize student government programs when you have lost half of the student government? What do you do with things called extra-curricular activities like athletics, the pep club, cheerleaders, how do you do this on an equitable basis?

These are the things we tried to do. We attempted to set up a program that worked through the summer with the same number of students coming from both areas who would work on a pay basis doing school jobs, marking books, mimeographing work, anything that would give the student some meaningful involvement so that they could see their place in the school and see how they could serve the school.

We were able to get 5 teachers that worked on staff a while during the summer to work with the students as sponsors and guidance people in this program.

Mr. Dorsey: Thank you.

Mr. Coker, as I understand it, you have had several children who have gone to Manual High School through the years. You have had an opportunity to observe the kind of curriculums they were exposed to, the kind of instruction, you have been very active as a parent.

I wonder, in view of some of the testimony that we have had over the past 2 days, there have been generalizations made regarding the inequality of educational opportunity.

There have been those witnesses who have suggested that there is none, and those who have suggested there is much inequality, or was.

I wonder if you might give your perspective on that for us now.

Through the years as you have seen Manual and the results of desegregation, as you have seen them.

Mr. Coker: Mr. Mosley [Dorsey] I have with me, prior to answering your question, a number of copies that were prepared and we hope will become a part of the record from TEMS. If we may pass them down to be distributed, to the Commissioners and to general counsel.

Mr. Dorsey: Thank you.

Mr. Coker: I first became involved with the Denver public schools in 1943. Since that time, through 1975, I have had 5 children graduate from Manual High School.

I knew the old Manual. I had an opportunity to be fortunate enough to serve on a committee in the design, and helped try to develop the curriculum for the new Manual.

There have been drastic changes in the school since the implementation of the court order. For example, there was a span of 12 years between my youngest, who graduated in June of '75, and the prior one who graduated.

The change since the integration order, and since students were bussed in from G.W., students came in from East, students came in from South, Manual began to—equipmentwise—approach the equipment available in the other high schools.

One brief example. My youngest son, who graduated in '75, had been Manual's athletic trainer for 3 years. He continually complained to me about the lack of basic equipment, including even rubbing alcohol.

I do have a bar, and a quart of 188-proof alcohol disappeared. I missed it, and he came to me and said, "Dad, did you miss that quart?" I said, "Yes, what happened to it?" He said, "We needed it at Manual to rub down the football players, because we didn't have any funds to buy athletic equipment, such as tape, patches, bandages and other tools necessary to the operation of a safe athletic program."

So, I took him down, and I was going to name the store, a sporting goods company, and we bought without requisition, not hoping to be reimbursed, but to make his job easier, $16 worth of tape, bandages, et cetera; and a couple of gallons of alcohol. Rubbing alcohol, that is.

(Laughter.)

He happened to be on the tennis team, and I think this will be verified by a number of people who have students at Manual. For the first time in years, that I had been involved at Manual, the old Manual, I had a daughter who attended the old Manual, then graduated from the new Manual.

The equipment was below standard. The first time that Manual's tennis team had uniforms was when the kids from Washington and East and South came over and all of a sudden, moneys became available to provide equal equipment for black, white, Chicano students attending Manual, on par with what the other schools had previously been used to.

Mr. Dorsey: Thank you very much.

I wonder if you might also speak to the level of parent involvement as you have had an opportunity to observe it.

Mr. Coker: The level of parent involvement has certainly improved since integration, the court order, was implemented. As Mr. Ward pointed out, Manual is right in the center of a target area, which means in language of the Office of Economic Opportunity, they divided Denver into the low-income areas, and Manual is right in the center of one of those low-income areas.

Parent participation prior to the integration, was minimal, not because of a lack of interest or the desire of parents to participate, but when you hold PTAs or advisory committee meetings, on the hours that they are generally held at most schools, our parents at Manual were at work, and were unable to attend, although given the opportunity, they were just as interested in the educational future of their children as the parents from any other area. It has tripled or quadrupled since the integration order, resulting in, I think, a very excellent organization that, in my opinion, has done a tremendous job, not only in the Manual community, but extending as far as the Southeast and Southwest sections of the city.

And that organization is TEMS.

Mr. Dorsey: Mr. McCracken, prior to the desegregation order, as I understand it you were a teacher at George Washington and that order brought you to Manual High School.

I understand that prior to coming to Manual, you had an opportunity to talk to some of those students who had been going to Manual or who might be going to Manual.

I wonder if you might share with us your perspectives of how they anticipated the move, and what actions you took in response to that.

Mr. McCracken: I think it's difficult to characterize the anticipated response of 5- to 600 students. But I was struck in part, by the Hawthorne effect of the whole thing.

They were enthused about something that they were going to become an intimate part of, and saw opportunities, I think at Manual, to make the thing go and that they would be in part, at least, responsible for making it go or not go.

I suppose that my transfer to Manual, and I don't want to leave the impression today that it was an involuntary transfer, because it was not, in part, I wanted to go to see if I could make the path a little bit smoother and grease the way for some students whom I had known at

George Washington High School, who now would be transferred to Manual.

I think maybe I had some small impact in easing that transfer, not a major one. Most of that credit, I think, goes to Mr. Ward, to parents, and students who are involved.

I am not sure that I answered the question adequately, and if not, put it to me again.

Mr. Dorsey: In terms of the students that you, knew at George Washington, did you have an opportunity to interact with some of those who anticipated going to Manual?

Mr. McCracken: Yes. The reason I get enthused about the program, about the way things are going in Denver among many, many students, they didn't even know where Manual was, and couldn't locate it geographically in the city. They had no idea what went on there. I was really enlightened about a year ago, when a young man involved in the transfer, now graduated, told a newspaper reporter I thought, and made a rather revealing comment, I think, when he said that, "I was afraid to come here."

I think he spoke for a lot of people when he said that, but he said, "I have now been here X number of months, and I no longer have that fear."

To me, if nothing else happens but that, that is a neat statement, and a commentary we can't forget.

I think that was rather widespread, a fear, a misunderstanding. It cut both ways. It's not only the white kids coming in, but it's also true of the black students already there.

They had the same misunderstanding of what the white community is.

Mr. Dorsey: In terms of your experience at Manual, could you describe what you perceived to be the student relations and interrelations that go on at Manual now that desegregation has come to it?

Mr. McCracken: I am speaking only as a newcomer myself, having been there only a year and a half, so I have no perspective except for that.

It seems there are a lot of healthy things going on. Social events, for example, this year, well-attended by representatives of all kinds of groups.

I think it's just as important that we concentrate our thinking a little bit on not only racial mixtures, but this vast economic gulf that has been referred to here several times this morning.

What we have is an upper middle-class neighborhood being integrated with a lower-class economic neighborhood. So I see some really healthy things happening, not only in social events, but in the classroom where frank discussions have taken place, with give and take on both parts.

I think of a specific example with a sophomore young man from a rather large family, obviously a poor one, really laid it on some students about what it's like to be poor. For lots of these kids, that is an eye-opener.

We get these kinds of things, not only across economic lines, but racial lines. It not only goes from white to black, but brown students also involved.

So you get healthy things like this. I don't mean to over-glamorize the thing, because we still have segregated classes in the school, and need to take some steps to overcome those kinds of things. But lots of healthy things going on socially, educationally I think, within the building.

Mr. Dorsey: Thank you.

Mrs. Jordan, as a parent coming from outside the Manual area, given the kinds of misunderstandings that were referred to by Mr. McCracken, I wonder if you might share with us some of the initial reactions that you had, that some of your neighbors and friends had to that assignment of their children to Manual and how if they have changed as a result of your experiences.

Mrs. Jordan: I think many parents who had children assigned to Manual were initially shocked. They received the news of this in the newspaper, which was rather shocking.

Some morning to wake up and find your child is being sent to a school that most people really didn't know that much about. I think parents were apprehensive, their students were upset at the thought of changing schools.

These children had all been in integrated schools. It wasn't as if they hadn't been in an integrated setting. But they had not ever thought they would be sent to Manual, because everyone perceived that as a solid, black school, I think.

There were many strange things that went on. I remember one girl told me that someone had told her that the entire school was painted black inside and out. Well, it wasn't.

You know, we all know that. But she didn't know that. So as there always are, there were many phone calls flying back and forth, "what should we do," and so on.

In my view, the entire turn-around that occurred with parents, and then later with the students, was when Mr. Ward and Mr. Caldwell had these meetings.

I can't tell you the difference that this made. For any other school district, that plans to desegregate, I think this is absolutely crucial, to get the parent together with the people who are going to be dealing with their children.

These 2 men put on the most incredible discussions. And I am sure it was hard for them, because in some ways, they had to be a little defensive about their schools, because people were saying, "Well, you don't have advanced academic things at your school," and they would say, "Well, yes, we do," or he would say "particularly Manual" because Manual had been considered less an academic school than East.

So when the parents came to these meetings, we started out with a small group trying to see what we could do to help. Then it was supposed to become a planning group, but it suddenly mushroomed into a bigger group the next week, another group the next week, then the principals went to all the high schools, both in the daytime for the students who were to be coming to Manual and East. And for the parents at night, and gave them every opportunity to ask questions.

This is where people started feeling differently, particularly, I think, when they started talking about the complex, which was an innovative thing.

I know the other day, one of the Commissioners asked about magnet schools. This is somewhat a magnet school, because Manual has voluntary open enrollment.

Any high school student in Denver, other than those in East High, is allowed to come to Manual. So that is sort of a magnet school.

I think parents were taken with the idea of the complex. We had never had anything like that in Denver. It gave students a chance to take advantage of two faculties.

So, these meetings were the crucial point at which people either got with it, or said "Forget it." And, I think something like 28 percent of the Anglo students in the large satellite of around 600 kids did not attend Manual.

So, it wasn't a complete success story, by any means. But of those who did decide to give it a try, and that is all Mr. Ward asked of people, was to give it a try, and I think parents put their confidence in him, that they could trust him to do well by their children and that he was telling the truth about what they would offer at his school.

It has come true. This is what has happened. So, another big thing I think was the summer program which Mr. Ward mentioned briefly. I know other areas have tried to get students together in the summer. The difference here was that these students were paid. They were paid by Manpower funds for the students around Manual, black students, who had to qualify with low incomes for them.

The Anglo students were paid by the Denver public schools and they did not have enough funds to pay them for the entire morning. They worked for, I think it was 7 weeks all morning, 5 days a week.

So they gave them—part of the day they were paid for and the other part they received credit in social studies.

Well, now this appealed to Anglo parents, the thought that their child would be paid and given credit for working toward making their school a success.

I think there was a definite ripple effect from this summer program. There were 30 black students and 30 white in it, which isn't a tremendous number, but they all had friends, and the friends heard what was happening. They were able to talk with each other with the help of teachers who eased the way through this program.

The black students felt the white students were going to come in and take over the school. White students felt they were going to get beaten up. They were able to tell each other this, and say, "Well that is silly, we are not going to take over your school," and the black kids would say, "We are not going to beat you up."

So there was some communication right then. I think that was a big factor. Then, they did a newsletter that summer that went to every student who was to come.

They planned all the orientation for the students coming in. They had sport night. The students called. They tried to call every student that was assigned to Manual, newly assigned, to welcome them.

This was a very personal approach that I think had a good effect. So that the students who did come on to Manual, I think have had a remarkable experience and an experience that possibly they—you could never get anywhere else.

This may be a unique school. This may not apply to other cities. But the personal attention and the warmth that came through from Mr. Ward and his staff to these students, I think, was probably the most important thing to the parents and to the students.

Mr. Dorsey: Thank you very much.

Mr. Chairman, at this time, I would ask that the material submitted by Mr. Coker be entered into the record.

Chairman Flemming: Without objection, that will be done. What is it, the exhibit number? 31?

(Exhibit No. 31 was marked and received in evidence.)

Chairman Flemming: Commissioner Freeman?

Commissioner Freeman: I have no questions.

Chairman Flemming: Commissioner Rankin?

Commissioner Rankin: I was in the hall a minute ago, and somebody said one point he had passed over was the fear that exists in schools.

I wonder if any of you would comment on this. Does fear exist in your school by the students? Are they afraid to go in washrooms and all that, like this person said, or has that fear disappeared?

Mr. McCracken: It would be difficult to say, "No, there is no fear any place in that building."

I think there is less fear in that building than any other school that I have been associated with in 20 years in this system. I do have two children who are students there, so I get some feedback that way at home, too.

We make great efforts, though, to make this a secure place, working I think on the premise that you can't be happy if you are fearful. And you can't really be free if you are fearful.

So, I think that has been, that probably has been reduced. Not totally eliminated, but reduced.

Commissioner Rankin: Has there been a definite program to reduce fear or does it just come about naturally?

Mr. McCracken: Both. There has been a program. Maybe I ought to let Mr. Ward, that is really his bailiwick, not mine.

Mr. Ward: I think anytime you get into a brand new situation like this, I think there has to be a total effort on the part of all people. Gerry didn't mention completely how he happened to get to Manual, but we went through the back door, because we knew who Gerry was.

After hearing what parents and students were saying in the southeast area, I felt we had to do what we could to get what key teachers who could come from George Washington High School to come with the kinds.

We made some sort of deals with some people to get guys like Gerry and Dick Jordan and some people like this who could come over and be with us.

They did the job we felt with the kids in the classes, talking about problems. But what we tried to do at Manual, we have placed the responsibility of supervision on the administrative staff.

Some have been in the school have asked me "What do you do in the school, you are always in the hall." That is where you have to be. The thing that helps on this thing called "security" is that lead man or instructional leaders have to be on the security line with teachers.

. I think it gives teachers support if they see you in the hall. I think it gives students support. I think kids sometimes are more reluctant to do some things they might, if they didn't see you around.

So I think this kind of thing helps. We have the same number of people on the security staff, and you probably heard Mr. Burton talking about this, but we look carefully at the security people we have, because they have to be the kinds of people who do not give the image of the policeman.

They have to give the image of a person who is a friend. We pulled what we could from the community, and these people know the kids.

Some of the difficulties that come out in schools are the frustrations kids in certain areas have, when outsiders, new kids come into the building. So you have to staff with the kind of people who understand the kids and their feelings.

I think perhaps one of the most successful security people we have in our building is a reverend. Reverend Williams, who is loved by all kids, because they feel—he counsels with them, he talks with them and it's not this idea of "Get out of the hall or I'll take you to the principal."

Many problems they handle on their own, they do on their own, and I think this is the success that has to come in the whole staff, I think.

Chairman Flemming: Thank you very much.

We did receive testimony relative to the office of safety and security, and I gather from your testimony that you feel that that approach is working.

Mr. Ward: Very much so.

Chairman Flemming: Commissioner Saltzman?

Commissioner Saltzman: It's becoming increasingly apparent, at least to me, that following the desegregation order by the court, there has been a marked and measurable improvement in the quality of education offered in the core city schools which have included, as I gather from Mr. Coker and other witnesses, including faculty and parents, the upgrading of curriculum, the improvement of physical facilities and the increasing of teacher expectations upon the students.

Has this advance in the quality of education offered in the core cities, making them now comparable to the quality of education offered in the schools outside of the core city brought an indication of coursing improvement in educational achievement?

Mr. Ward and Mr. McCracken, could you both respond to that?

Mr. Ward: I am going to let Gerry take the big half of the thing. I don't think I can speak for other schools.

Commissioner Saltzman: Specifically about Manual.

Mr. Ward: All right, sir.

One of the things that has to come about on the part of faculties, particularly, you are not doing a job of an integrated education if you just have blacks and whites sitting in classes. It has to go deeper than that. You can't have faculty people saying, "Well, I will go along with it, but there are some kinds of kids I don't want in this class."

This cannot operate this way. You have to have teachers who work very closely with counselors, very closely in their own departments and who demand from other departmental teachers that this is the thing we have got to do.

We have got to open these classes up so that the kids who have not been familiar with these kinds of programs can be successful. We have to see that they are successful.

I think one of the important things you see in the classroom, and I picked this up, is that the physical arrangement of a classroom is most important if you are going to do something that is going to be successful in that room.

I picked this up from Gerry; he doesn't like me to talk about it. But teachers who continue to have classrooms where kids sit in rows, if you are not careful, the black kids will migrate to the back of the bus again, and they will be in the back of the classroom.

This will happen unless you are the kind of teacher who can perceive these kinds of things and see this doesn't happen.

Gerry says his class sits in a large circle where everybody faces everybody else. By golly, that is the only way you are ever going to learn about anyone is to face them and talk to them. You can't look at the back of a man's head and tell what he knows or what he is. You can't do it that way. So I think these are some kinds of things.

In some of the classes that we have, there are minority kids who have never been exposed to this. You have got to see that those kinds of kids get in.

Teachers in these kinds of buildings have to be more than teachers. You can't come at 7:00 and leave at 2:15 and feel the job is done.

Teachers must get involved with the students in other activities.

Here we have to talk about Gerry and Dick Jordan the same way.

Gerry became the soccer coach. We didn't know anything about soccer, and I don't think Gerry did, either.

[Laughter.]

But the kids were not concerned about whether Gerry knew it or not. It was the involvement that they had with this man. This has helped him in his relationships when critical situations come up, he can then be able to talk with the kids, because he knows who they are.

We had the only undefeated soccer team. I don't know whether that is anything for our soccer team or comment on how bad the others were.

[Laughter.]

Mr. McCracken: Let me say a word about educational achievement. I wanted to get a criticism in if I could.

This bothers me. Here we have a monumental educational experiment, and we have measured it very sloppily. We don't really know where we stand in comparison to other schools.

My opening day comment to classes always is: "When you come out of here, you are going to be able to compete with kids from Cherry Creek, and this private school and that private school, and anybody else in the State." But I don't really know whether they can at the end of the time.

My observation from my past experience tells me that these kids do as well as other public school students in this city with whom I am familiar, but I don't know for sure.

I think we ought to be measuring attitudes, educational achievement, the value changes the students have, skill levels and so on; and we don't do a very good job.

Commissioner Saltzman: So that you are not prepared to say there is an automatic corollary cause and effect relationship between the quality offered and the achievement produced?

Mr. McCracken: Quality offered and achievement produced?

Commissioner Saltzman: Yes.

Vice Chairman Horn: Throw that at me again.

Commissioner Saltzman: We found that there is a decided improvement in the quality of education offered at Manual at this point, compared to prior to the desegregation order. The upgrading of curriculum, the improvement of physical facilities, the increase of the teacher expectations upon the students.

Those are three areas where the quality of education is now comparable to schools outside of the core city.

Mr. McCracken: Right.

Commissioner Saltzman: What I am trying to get at, does this produce educational, improved educational achievement in your mind? Is there a cause and effect relationship?

May we hope that because of what is happening, there will be, and I am looking at educational achievement in the broad way that you are.

Mr. McCracken: Yes.

Commissioner Saltsman: Not merely in testing for going to college. Will there be, can we hope, is it too soon, but are we assuming correctly that there will be an improvement on educational achievement?

Mr. McCracken: I am just certain there will be in the broad sense and in the narrow sense. I am certain there will be. I think it's a little early to tell after a year and a half. Again, if you will trust my observations at all, my observations tell me "yes, there has been improvement and there will continue to be one."

I am a little bit concerned about the long-run when the Hawthorne effect wears off and this whole thing becomes less interesting to everyone involved.

Can we maintain the same kind of momentum that we now have at this particular place?

Commissioner Saltzman: Thank you.

Chairman Flemming: Commissioner Ruiz?

Commissioner Ruiz: I have no questions.

Chairman Flemming: Commissioner Horn?

Vice Chairman Horn: Mr. McCracken, based on your experience working with students from upper-income and lower-income families, what conclusions have you reached with regard to the effect of the home environment on learning performance and is there anything the schools can do to help alleviate the situation?

Mr. McCracken: Well, I think again, observation tells me that the home is critical in setting the tone and the mood for educational achievement. It's just critical.

I think that is one of the things we can expect to happen in integrated schools, is that maybe some of the slack in poor home conditions can be picked up by peers who set a tone, a learning tone that is healthy.

I can't blame the family when they are poor. They are scrambling for other things, they have their minds on other things. But again, I look back to lots of students who sit in these classes.

I am sure they are picking up as they say, "vibes" from people right across the aisle whose family income may be $20,000, $30,000 a year greater. So maybe this integrated experience can pick up some of that slack, because I think the home experience is critical.

We can't alter that in the things we are talking about, but we can alter the peer relationships.

Vice Chairman Horn: I wonder, Mr. Ward, along that line, is there anything you feel the school can do to help bring adult education to the parents and are you trying this at Manual High School?

Mr. Ward: Well, I think we are to some degree. I can't speak definitely how effective we are. But one of the things that has had to happen in our school in terms of the adult relationships, Mr. Coker spoke of being tripled and quadrupled in terms of the number. But we are concerned about the lack of participation at meetings from minority parents.

We have discussed this, Mr. Jordan, a number of times as to what do we need to get at. When we talk about this called "team meetings" and PTA meetings and back to school meetings, we are concerned with the few number of minority parents.

One woman said this to me, and this is the way she expressed it to me. She said "It's very difficult for me to serve on a committee when I work in the woman's kitchen on Thursdays," you see. This is one of the things you have to take into consideration.

I think some of them feel undue pressure because of the new influx of highly respected and intelligent people coming into the school.

I think sometimes they feel they can't cope with it. And they feel perhaps more comfortable by staying away. However, this is one of the things we do on our staff. We try to keep in constant contact with these parents. I don't care whether it's on a counselling situation, on a problem in school or not. But we have to constantly, the staff has to constantly keep in contact with the parents to reassure them that they do have a place and there is a place, and it's not serving the cookies and the punch all the time.

It's making contributions to the school. So I think it's the job of the school staff in that school to keep these lines of communication open, comfortable and positive with the parents in both communities.

Vice Chairman Horn: Mr. Ward, was there more parent participation at Manual before desegregation among the minority parents which were then 90 percent?

Mr. Ward: Yes, sure.

Vice Chairman Horn: There was more?

Mr. Ward: Yes.

Vice Chairman Horn: So it's less and you feel it's because of the fears you have described, the problems?

Mr. Ward: Well, you have to try to tie it into something. We are not sure what it is, because the parents are sometimes reluctant to tell you these kinds of situations.

We have talked to students. Students are reluctant to tell you why their parents come to school. They don't want to tell you this. So it's something we have to continually probe into.

Vice Chairman Horn: Thank you.

Chairman Flemming: After listening to the testimony of Mr. Coker and other testimony offered, Mr. Ward, I conclude that when you submit requisitions for facilities and supplies today, that they are more apt to be treated affirmatively than was the case prior to desegregation. Am I correct in that conclusion?

Mr. Ward: I think that there is evidence that this is happening in some cases, yes. They move a little faster.

Chairman Flemming: A little faster and more firmly.

Thank you.

Well, you have given us a fine picture of what is happening. There is no other way that we could get this picture, other than your willingness to come here and discuss with us frankly the developments that have taken place.

We certainly congratulate you on what has happened. You have our best wishes as you continue to deal with these problems.

Thank you all very, very much.

Chairman Flemming: Counsel, call the next witness.

Mr. Dorsey: The next witnesses will be three students from Manual High School.

Deborah Wheeler, Charles Cotton, Christine Sturgis, would you please come forward.

Chairman Flemming: If you would stand, raise your right hand, please.

[Whereupon, Deborah Wheeler, Charles Cotton, and Christine Sturgis were sworn by Chairman Flemming.]

TESTIMONY OF DEBORAH WHEELER, CHARLES COTTON, AND CHRISTINE STURGIS, STUDENTS MANUAL HIGH SCHOOL

Chairman Flemming: We are very happy to have you with us.

Mr. Dorsey: In spite of the lights from the camera and microphones and everything else, I hope you will talk to the Commissioners as we have talked inside the school from time to time.

Could you give us your name and grade and address, each, starting with you.

Ms. Wheeler: My name is Deborah Wheeler.

Chairman Flemming: May I ask each one of you to bring the microphone right up near you.

Chairman Flemming: Pass it along each time so that each person—

Ms. Wheeler: My name is Deborah Wheeler. I'm in twelfth grade. I live at 3339 Gaylord.

Ms. Sturgis: I'm Christine Sturgis. I'm a sophomore.

Mr. Cotton: My name is Charles Cotton, and I live at 2723 Race, and I'm a senior.

Mr. Dorsey: Deborah, you have for some time been going outside of your neighborhood to go to school. Could you tell us what schools you go to?

Ms. Wheeler: Well, junior high school, I was bussed to Byers Junior High School. And in the tenth grade I went to Thomas Jefferson.

And then, through the bussing, I was put back at Manual.

Mr. Dorsey: You went to Thomas Jefferson in tenth grade, right? Then you had an opportunity to go to Manual as a result of school desegregation.

Can you tell us how you felt yourself, being at Thomas Jefferson, when you found out you were going to Manual?

Ms. Wheeler: Well, just the previous year before I entered Thomas Jefferson, they had taken a survey on the schools, and Thomas Jefferson was ranked number one and Manual wasn't ranked at all. And I knew for a fact that, you know, I've had brothers and sisters who have gone to Manual, that Manual really wasn't quite up to par with the schools like Thomas Jefferson.

So, when I found out I had to be coming back down to Manual, trying to get away from it, well, I didn't really want to go. But then I just realized—well, I knew they would have to make some improvements, because I wasn't the only student coming back. And they would be putting in a lot of white students there. And I knew Manual would have an upgraded standards.

Mr. Dorsey: Did they? Did they upgrade their standards?

Ms. Wheeler: Well, yes, I think they have.

Mr. Dorsey: Since you have gone out of the neighborhood to go to schools like Byers and T. J., do you still have friends that went to neighborhood schools? Do you have a feeling about the difference in education that you have gotten and they have gotten?

Ms. Wheeler: Yes. I can tell the difference first in the language. Like their language that they use, they can say some phrases and I don't know what they mean, whereas I can put it in a different way and they don't know what I mean, but we are both talking about the same thing.

Educationwise, I've taken much harder classes than they have, and you can really tell the difference. Like I can add and substract, multiply and divide; some of them can't. And they have trouble, whereas I can do it real easy.

And just other classes I have taken, like I have taken advanced classes in social studies and things. Maybe I can point out things quicker than they can if they can at all.

Mr. Dorsey: Thank you very much.

Chris, you started high school at Manual, is that correct?

Ms. Sturgis: Yes.

Mr. Dorsey: Can you tell me how you felt about going to Manual originally and why you felt that way and how you feel now about Manual?

Ms. Sturgis: Okay.

When I first heard about going to Manual, I was like in eighth grade, and I never heard of it. And I think I might have been really scared of it except that my mom had been working with Mr. Ward and a lot of the kids and teachers and she knew a lot about it.

And by the time I got to Manual, you know, two classes had already broken through and it's been a lot easier for me.

And I had a lot of support from the house, my mom and older friends who are going to Manual now, and they said, "Don't be scared of it, now. It's really great."

And I think so now.

Mr. Dorsey: You said that they suggested that you not be scared of it. That sounds like there were things about Manual that you thought you had to be afraid of.

Ms. Sturgis: Well, I didn't know about it. I had never heard of it. I had heard of G. W., East, and T. J. That's about it. And I didn't know there was a Manual.

There's no need to be afraid, because it's not any different, really. I mean you have got to work at it, and, I don't know, I haven't been scared there yet.

Mr. Dorsey: Where did you go to junior high school?

Ms. Sturgis: Smiley.

Mr. Dorsey: How was that experience at Smiley?

Ms. Sturgis: It was really lousy for me. I got in a lot of fights, and I never talked about why I got in so many fights. And I think that was the main problem, and it is hard for me—I don't know, it is really my first time with integration, I think, with really going to school with a lot of black kids. And I didn't know what to expect, and I guess I just fought my way through school.

Mr. Dorsey: Compared to Manual, how was that experience?

Ms. Sturgis: Well, Manual's so much better, because people talk about things, like in student council, there is talk of riots, and not one thing happened that I saw. And we talked it out and talked to Mr. Ward.

And it scared a lot of kids for no reason. It was just a lot of rumors. The student council handled it.

There is a lot more talking going on, instead of just listening to the rumors.

Mr. Dorsey: Thank you.

For the benefit of the Commissioners, Charles Cotton is referred to as "Chris."

And now I'm going to ask you, there were a lot of summer activities. As we talked before, you participated in one of them. It was a summer work program.

Could you tell us a little about it?

Mr. Cotton: Well, I was called down by Mr. Ward and a few other teachers to come to Manual to see, because I found out about bussing coming in. So they wanted me to be there to kind of like help it go along, since I had been going to Kuhnsmiller for three years.

Then I had to get a few other students to come with me and do that. Then we had to call, call the other neighborhoods to get other people to come in and help us with that too.

Mr. Dorsey: So in the summer work program students from not only Manual but other areas of the city were involved; is that right?

Mr. Cotton: Yes.

Mr. Dorsey: How do you feel that it went, that summer work program?

Mr. Cotton: It went very well. We really talked out a lot of things. We talked out a lot of fears then. And I know they got spread around, you know, what was going to happen in the beginning of the school year. People were thinking about, you know, trying to split up. But then we talked it out so much that, mainly we just got together when the school year started in '75, the beginning of '75, '74—'75.

Mr. Dorsey: You were at Manual prior to desegregation, or did you go there with the desegregation?

Mr. Cotton: I went there prior to.

Mr. Dorsey: How did you feel about it before versus now, how do you feel about it as your school, as a member of the student body?

Mr. Cotton: Well, before it was—it seemed like, you know, we always had something going on. We were always happy in the halls and things like that. Now—then now it is almost the same way, didn't change, hardly changed at all, except for now there is some white students there. No different, really.

Mr. Dorsey: Thank you very much.

Mr. Chairman, I have no further questions.

Chairman Flemming: Mr. Rankin.

Commissioner Rankin: Somebody told me, Mr. Cotton, that you were taking accounting and history, is that right, English, and what else?

Mr. Cotton: Algebra class. That's about all.

Commissioner Rankin: Do you like them all equally well?

Mr. Cotton: Yes.

Commissioner Rankin: What are you going to do when you finish high school?

Mr. Cotton: Go to college, I hope.

Commissioner Rankin: This is a college, preparation for college, course; is that correct?

Mr. Cotton: Yes.

Commissioner Rankin: What are the sizes of the classes?

Mr. Cotton: Let me see. Most of my classes have about ten in them, usually, ten or my first period has only four people in accounting, four people in it.

Commissioner Rankin: Do you do better in that?

Mr. Cotton: Yes.

Commissioner Rankin: Why? Because the class is small?

Mr. Cotton: I think so. We have more personal help.

Commissioner Rankin: I asked the officers of the school just previous to your appearance on the witness stand about fear. Has fear disappeared in your school, do you think, by the students?

Mr. Cotton: It was hardly ever started, any fear, really. It seemed like everybody was scared in the beginning. That was way last year. Everybody was afraid then.

Then after that there wasn't any.

Commissioner Rankin: So the atmosphere is good today? Would you all agree with that, the rest of you?

Ms. Sturgis: Yes.

Commissioner Rankin: That's fine.

Thank you.

Chairman Flemming: Commissioner Ruiz.

Commissioner Ruiz: Mr. Cotton, do you have a lot of white friends?

Mr. Cotton: Yes.

Commissioner Ruiz: How do you get along with them?

Mr. Cotton: Very well.

I mean I get most of them from sports, though, I guess, at athletics.

Commissioner Ruiz: Do you know at Manual any separation of the students into groups ethnically?

Mr. Cotton: Sometimes. There usually is a small separation.

Commissioner Ruiz: Is it persistent or just on occasions, like social occasions, or can you better explain your answer?

Mr. Cotton: It is usually split up, unless you really get to know somebody. I mean nobody really is making a big effort to get to know anybody unless they are in the student council or some kind of athletics, or cheerleaders or something like that. Then they will be mixed up.

But at social occasions we are usually all mingling together, anyway.

Commissioner Ruiz: With respect to your own personal experience, do you have more black friends at school than you have white friends?

Mr. Cotton: Yes, I think so, more black friends.

Commissioner Ruiz: Two to one?

Mr. Cotton: No, I don't think even that much. Couldn't be two to one.

Commissioner Ruiz: A little bit closer than that?

Mr. Cotton: Yes.

Commissioner Ruiz: Chris, I noticed that when you went to Smiley you had a lot of scraps with rough Chicanos, correct?

Ms. Sturgis: Yep.

Commissioner Ruiz: And how about over at Manual?

Ms. Sturgis: One of by best friends is a Chicano. She's on a senior seminar right now. It's not the same—not because they're Chicanos or anything.

I think—I don't know how it started. It wasn't I got in fights with Chicanos; I got in fights with everybody—black, white. I don't know, I was a punk, I guess.

Commissioner Ruiz: Do you like to fight?

Ms. Sturgis: Not any more; not any more.

COMMISSIONER RUIZ: Go ahead and answer the question.

MS. STURGIS: I don't think the race or color or whatever had anything to do with my fights at Smiley. It's just—and I'm glad. I think I got in fights at Smiley because I brought some attention that there were problems going on. Kids were picking—most of the white kids would take it. They would pick on them in the halls, and they would walk on. And I got tired of that, and that's why I got in fights.

I would turn around and hit them back. Maybe it was kind of stupid, because that's how Smiley got the bad reputation, because of that.

But at Manual I tell Mr. Ward if someone was bothering me really badly, or a teacher. They would do something about it, where at Smiley they say, "Well, we'll see what we can do." Maybe that's changed now.

COMMISSIONER RUIZ: Are there occasional fights over at Manual?

MS. STURGIS: Yes. No more than any other school that I've heard about.

COMMISSIONER RUIZ: That's just kid to kid, not because—

MS. STURGIS: It's not racial stuff—just fights. Two white kids, two black kids; maybe it's black and white. That doesn't make any difference; it's two kids that think they have to fight it out because of a disagreement.

CHAIRMAN FLEMMING: Commissioner Horn.

COMMISSIONER HORN: This is more of a statement. As I detect from the testimony of this panel and the previous panel, it really confirms what most of us on this Commission know, that the key to the tone of the school is often based on the leadership exercised in that school by the leadership, the faculty, and the student government and others involved.

What you are saying is that some of the incidents at Smiley, I feel—I hope I'm not misleading to a conclusion—that school really lacked positive leadership, that when a student had a problem and brought it to the attention of somebody they were given sort of the runaround and the problem wasn't really dealt with, whereas here at Manual High School, if you have got a problem and you bring it to the attention of somebody who is responsible, the problem is dealt with. And that changes, I think, the tone and the atmosphere that you live in.

Am I correct in that?

MS. STURGIS: Yes.

After I got like the first fight I got in Smiley, I wish I had been able to sit down with the kid I had got in the fight with and talk about why. But we didn't. They sent us home; they suspended the other kid and they didn't want me in school.

But at Manual, if there is the same problem, we will sit down and talk about it. We talk about certain kids who cause problems and what we are going to do with them, how we should treat them. Just talking it out, it is a whole difference between the two schools.

COMMISSIONER HORN: I take it you do not have a bully atmosphere at Manual, whereas we have heard in other schools throughout America this is an issue. Some of this is not based on racial differences, as you suggest; it is just sometimes kids, but there is an atmosphere of the big ones hassling the little ones, extorting money, et cetera.

And I take it that sort of fear on the part of students has been eliminated or at least alleviated substantially at Manual High School?

Ms. Sturgis: Yes. There are kids who stand outside the lunchroom and ask for money, you know, a nickel or something. I'll give it to them some days. If I don't have it, I don't.

Sometimes I don't think they need it, and I won't give it to them. It doesn't bother me. I'm not scared of them.

If they start pushing me around or something, I'll tell Mr. Ward, and Mr. Ward will come. I'm not scared.

Commissioner Horn: Do you think your views reflect those of most white students there?

Ms. Sturgis: Yes. None of my friends—I know they feel the same. They don't put as much time in Manual; they don't feel as comfortable. They don't go to all the basketball games and all the dances. I think they feel the same, yes.

Commissioner Horn: Thank you.

Chairman Flemming: Commissioner Freeman.

Commissioner Freeman: My question is, do all of you—you obviously have a school spirit and you are enthusiastic about Manual. What I want to know is, is there any such citywide organization whereby the students from one school get together and rap with the students of another school to sort of compare notes on what the problems are, which is better, and what do you do about it, and that sort of thing?

Ms. Sturgis: There is an all-city student council. And we really just get together and complain about what is wrong with our schools and what they did about it.

And I don't know if it has ever done any good, but we know what is going on in the other schools.

Commissioner Freeman: How do you feel about how Manual compares with what is going on in the other schools?

Ms. Sturgis: We don't have as many problems. They can't go to their principal and say, "We want this changed." Manual can.

If we want to do something, we'll go to Mr. Ward, and he will talk to us. If he doesn't think it's a good idea, he will tell us. But usually we can get things done.

It's not the same. The students can't go to principals in a lot of other schools, I've found.

Commissioner Freeman: Have you ever made any suggestions to some of those students as to how, what they might be able to do to get the situation changed and make it better, or things, ideas that you would have that maybe you can communicate to them?

Ms. Sturgis: We can't really, because we have Mr. Ward and they may have a principal who stands in the office all day. And, you know, he gets things done, too, but he may not listen to the kids as much.

And I don't know how we can help them in that way.

COMMISSIONER FREEMAN: Maybe we can hope that if some members of the school administration hear you that they will get the idea.

MS. STURGIS: Let's hope so.

COMMISSIONER FREEMAN: Thank you.

I have no other questions.

CHAIRMAN FLEMMING: Mr. Saltzman.

COMMISSIONER SALTZMAN: Chris, can you tell me why you think that the court ordered the desegregation in the Denver public school system?

MS. STURGIS: I don't really know why.

COMMISSIONER SALTZMAN: I want all of you really to answer the question.

MS. STURGIS: Okay.

I would think it is because they wanted better—equal education, I guess.

COMMISSIONER SALTZMAN: What do you mean, "equal education"?

MS. STURGIS: Where everybody gets a fair chance. Because a couple of English teachers I have talked to said they haven't gotten good books until the white kids came in, and that makes me mad, actually.

It doesn't make any difference which school I go to, actually. But that kind of made me mad, that people were saying, "Oh, Manual has just as good a school as any other school," until they found out, until the parents went down there and saw what Manual was. Then I think things improved.

COMMISSIONER SALTZMAN: Chris, do you have anyting to add as to why you think the court ordered desegregation of the Denver public school system?

MR. COTTON: I don't have anything to add. Maybe they might have been court ordered because, you know, to get along in life you can't really stay with your own race or just be secluded from anybody else. I think that might have a little bit else to do with it.

COMMISSIONER SALTZMAN: Deborah, do you want to add anything?

MS. WHEELER: Well, mainly what Chris already said. But I just think they did it to give everybody an equal opportunity. And they proved the Supreme Court decision, you know, separate and equal won't stand. They both have to be together. Then they can be equal.

COMMISSIONER SALTZMAN: That's very good.

One final question. Do you feel the student body approves and is in support of the desegregation order in general? I know there are always—but, you know, in the largest number, is there a general approval, commitment, to this kind of Constitutional principle which you all alluded to of equal opportunity for all? Is there a general feeling of commitment to that?

MS. STURGIS: I don't know. Nobody likes being bussed 40 minutes. I mean it's a pain. But where I live I would be bussed to GW—I guess it would be a 20-minute ride. I think it is worth it.

I guess you can say the black kids are getting more support academically, more money in the schools, and the white kids are learning. They are not so isolated. And I think that is worth it. I really do.

I don't mind a 40-minute bus ride, because I know what I'm learning at Manual, just about how to get along with people. I really do think—I don't know if everybody would support me in that, though.

COMMISSIONER SALTZMAN: Not everybody. But do you think that's the consensus of the school, of the student body in general?

MS. STURGIS: I don't know. A lot of kids don't care, I don't think. You know, they would go to whatever school; they want to drop out. A lot of kids are like that.

But I think the kids who are coming from like where I live, yes, I think they are supportive of it.

MS. WHEELER: Well, I don't think a lot of kids realize that it is a Constitutional issue. They think it is more a personal attack on them.

I know when I was bussed out to T. J. and that was a 45-minute ride, and to leave that early in the morning, who wants to get up and do that? Most kids aren't aware it is a Constitutional issue.

COMMISSIONER SALTZMAN: Has the school, Deborah, ever dealt with it from this aspect, to explain to the student body the dimensions of the Constitutional issue which all three of you have perceived?

MS. WHEELER: I think only—like I got that within my classes.

COMMISSIONER SALTZMAN: You did get it at school?

MS. WHEELER: Yes. But within certain classes.

I know other kids don't know about it.

COMMISSIONER SALTZMAN: I see.

Would you like to comment, Chris?

MR. COTTON: No.

CHAIRMAN FLEMMING: Could I ask, just following up on this last question, do you have a course in social studies—I don't know what the name of the course might be—but do you have a course where you deal with issues like desegregation and other issues that confront the country, et cetera, maybe at the senior level or—go ahead, Deborah.

It may be labeled "U. S. History." It might be labeled "Government"; might be labeled even "Current Issues," and so on, "Civics," and so on.

MS. WHEELER: I know I have Mr. Jordan; he's my teacher, and occasionally—we are learning American history, but occasionally we will get off the subject and go into other areas. Last year it was supposed to be European history, but sometimes we would talk about like the bussing issue. I know that came up one day. And, you know, he explained to us. There was about ten people in the class, and I was the only black.

He discussed the whole issue of the bussing, how it came about and the Constitutional issue; and it really helped me, because before that I didn't know about it.

And this year I know he's maybe touched on it a couple times, and the students are aware of it.

Chairman Flemming: Have any of you had that kind of experience yet in connection with your course work?

Ms. Sturgis: I don't think there is a specific class that you can just talk like that, but Mr. Jordan and Mr. McCracken are two teachers that they'll allow the class to get off the subject of what we are teaching at the moment and we will get into really good discussions in the classes. And sometimes they are really one-sided, like in my Asian Studies class it is almost all white. There is one black. It really's one-sided and I don't like that. But I was in Mr. McCracken's world studies class which is just a big mixture of economic levels and different kids and we could really talk about a lot of stuff in Mr. McCracken's class.

And there are certain teachers who will talk to the kids and let them get any complaints or fears out in the open.

Chairman Flemming: Chris, do you want to comment on that?

Mr. Cotton: I was going to say the same thing, that mainly it is the teachers that bring it up.

If the teachers let you talk about it, then we will; and most of my classes, if I bring up a subject, they will let us talk it out and then we'll go back to work, the regular work.

Chairman Flemming: There has been discussion about the relationship between this order and the Constitution of the United States. You have heard discussion of that kind in your classroom?

Mr. Cotton: Yes.

Chairman Flemming: Just one thing, Mr. Cotton. You participated in the summer program?

Mr. Cotton: Yes.

Chairman Flemming: Could you give us just a little bit more information about that, because it seemed to me to be a rather exciting program and I don't know that we even got too much from the administrators and teachers who preceded you.

Mr. Cotton: I think it mainly was—

Chairman Flemming: How long was it?

Mr. Cotton: It was for about two months or seven weeks, about.

Chairman Flemming: Seven weeks.

Mr. Cotton: And it was mainly a gathering—it was a gathering of like students that would be able to kind of like sway their race or whatever, you know, be able to get with the people to make them, you know, make it so there wouldn't be any violence or anything like that.

Chairman Flemming: But you were there five days a week?

Mr. Cotton: Yes.

Chairman Flemming: And you got some pay for it, as I understand it, right?

Mr. Cotton: Yes.

Chairman Flemming: And you also got some credit for it?

Mr. Cotton: Yes.

Chairman Flemming: I mean in connection with your academic work. What did you do on a typical day?

Mr. Cotton: It was—we had certain classes that we went to. It was—well, we had one on transportation and other things. That was one of them. And we would talk about that.

And then we would go to a different one. We would have potluck and things like that at different people's houses and invite everybody to come.

Chairman Flemming: Did you do any work for the school during the day, or did you—

Mr. Cotton: Yes. Before we even—before the white students came in, we had to do things around the school, like trim the plants and stuff like that.

When they did come, then we would set up registration. We set that up, and we would be walking around helping people do it.

Chairman Flemming: You worked on the registration process and so on?

Mr. Cotton: Yes.

Chairman Flemming: I'm very much interested in that. I'm sure you can gather from the questions that have been addressed to you how interested we are in the experiences that you are having. Just before we call the next witnesses.

Counsel does have one question he'd like to address to you.

Mr. Dorsey: Deborah, I know, and you know I know, that you have nominations to the U. S. military academies as one of the first women to be offered that opportunity; and I know you are very concerned about academics, and I just wanted you to speak to that issue to the Commissioners, to say whether or not you feel that having gone to Manual in any way hurt your chances to go to a military academy.

Ms. Wheeler: Well, I think first by coming up through Byers and going to Thomas Jefferson it gave me a start, and making a transition from T. J. back to Manual. In some ways it could have hurt me if I had let it, but I had just decided in my own mind to push myself. And I knew some of my classes the teachers—one class in particular, I know the teacher was scared of the students, and it wasn't necessarily black students. It was white students. She was just —must have been a first-year teacher, I think. And I just had to push myself in the class, like my homework. I would go home and hit the books, and I would read ahead so that maybe I could turn extra credit this time so I could get my grades.

And I would push myself. I couldn't depend—now, some teachers I could depend on, the type that would push me. That was last year. This year I have come into classes that are really going to work me; I know that. And, you know, by the one year's experience I have been able to find just by the switching of teachers which ones would push me and which ones wouldn't.

By going to the military academy, I know I'm going to have to have good grades and college preparatory classes. And I have done that on my own with the help of counselors, also. But I have pushed myself, and I feel that I will be prepared to go into the academy.

MR. DORSEY: Thank you very much.

CHAIRMAN FLEMMING: I thank all of you. I want to thank all of you very, very much.

CHAIRMAN FLEMMING: Counsel will call the next witnesses.

MR. DORSEY: Mr. Chairman, the next witnesses are from Thomas Jefferson High School.

[Whereupon, LaRue Belcher, Cheryl Y. Betz, Louise Smith, and Steve Zellinger were sworn by Chairman Flemming.]

TESTIMONY OF LA RUE BELCHER, PRINCIPAL, CHERYL Y. BETZ, TEACHER, LOUISE SMITH, PARENT AND SECURITY AIDE, AND STEVE ZELLINGER, STUDENT.

MS. LEWIS: Good morning. Would each one of you please give your name and your address and your occupation.

MS. BELCHER: I'm LaRue Belcher, 6930 East Girard Avenue.

I'm principal at Thomas Jefferson High.

MRS. SMITH: Louise Smith, 3525 Hudson, parent.

MS. BETZ: Cheryl Betz, 2470 South Xanadu, English teacher.

MR. ZELLINGER: Steve Zellinger, 3025 South St. Paul, student.

MS. LEWIS: Miss Betz, how long have you been a teacher?

MS. BETZ: I've been there for 12 years.

MS. LEWIS: And I understand that you also are a native of Denver and went through the Denver public schools?

MS. BETZ: Yes.

MS. LEWIS: Could you give us just a short description of the community?

VICE CHAIRMAN HORN: Excuse me, get that microphone closer, so they can hear you.

MS. LEWIS: Could you give us a short description of the community where T.J. is, and what kind of school T.J. was before the court order.

MS. BETZ: Just before?

MS. LEWIS: Yes.

MS. BETZ: Thomas Jefferson, traditionally had been middle and upper middle income school. Most of the students were college bound. Generally, the percentage ran 80 to 85 percent started college. That doesn't mean that that same percentage finished college.

The attitude toward Thomas Jefferson was that it was a good school, that the teachers expected a great deal from the students, and that any student wanting to go to college from that school could go to college. He would have that good of a background.

MS. LEWIS: What kind of changes occurred at T.J. as a result of the court order in the student population and in the atmosphere of the school?

Ms. Betz: The most frustrating thing that occurred at Thomas Jefferson the first year of desegregation, this was the fall, last year, on the part of the faculty, was that students were coming into the school who had come from junior highs, primarily, where it was determined that not a great deal was expected of them.

The skills were very much lacking in listening, in reading, in math, in English. And we felt that there was a general attitude prevailing among the sophomores primarily coming in new, that Thomas Jefferson was not for them, you know, that thev were not prepared to meet the expectations that that school had.

And many fears and many problems came from that.

Ms. Lewis: Just briefly, could you tell us what the racial mix was after the court order, how many minority students did you get, do you have any idea?

You may not know this, Miss Belcher may know.

Ms. Belcher: After the integration, it was 29 percent black, four percent Hispanic, one percent Asian, about 65 percent Anglo.

Ms. Lewis: I'm directing a lot of this to Miss Betz, because she was there before.

Miss Betz, let me ask you one more question about the background before Mrs. Belcher got there.

In the fall of '74 there was a student problem, disruption in the first couple of months of school, and it was major enough so that it required police participation. I wonder if you could give us, again, briefly, what you think the causes of that were, which may not be it, and exactly what the school did as a result of that, what the administration did, what the students did.

Ms. Betz: Three weeks after school started in the fall of 1974, on one Friday morning we had a minor riot. That is what it was.

It was caused primarily from the sophomore class, and it stemmed, I believe, and it was a general conclusion in the building, from the reasons that I gave before, which I will state again.

Sophomores were coming into Thomas Jefferson who had been at several junior highs. They had been bused to as many as three junior highs during the three years they were in junior high.

They had come to a high school which they had heard many rumors about, as far as expecting great things from them. They were afraid. After three weeks of school, they were becoming more frustrated, because we did not have some facilities and some courses that met their needs.

As a result, this particular Friday we had some problems, primarily with the sophomore class.

After that occurred the faculty immediately got together and decided that certain things had to occur to make things better at school.

We had great cooperation from many of the bused-in junior and seniors. They helped us work with the sophomores.

They offered suggestions as to curriculum changes, the whole faculty got together for two sessions that totaled about twelve hours out of school time to try and reconcile some of the differences and some of the lackings that were in the building.

Because of this the second semester went a great deal better than the first, primarily because the faculty was together in organizing and correcting many of the problems, and we had an administration come in that was different from the first semester that gave the faculty and the students a great deal of backing.

They were present in the halls; they were known.

Ms. Lewis: Miss Belcher, let me do a background thing just for a minute.

There was testimony yesterday about how well Gove Junior High School had done with the court order, and I know that you are principal at Gove before you came to T.J. last year, and I wonder if you could give us just a little background on what you felt were the needs of that school, at Gove, when the court order came down, and exactly how you chose to deal with the desegregation order there in the brief period before you got transferred.

Ms. Belcher: During the time I was at Gove before I was transferred, we went in starting in the spring—prior to the September actual integration, I had about ten students and two teachers which I called a task force and myself that went to visit every single junior high where we were receiving students, and this totalled about seven or eight schools.

We went and met with all the students who were coming in, and did extensive—hoping to calm their fears about coming to a very, very old school; and most of the youngsters had been in beautiful, modern buildings, and at that time Gove was built in 1911 and did not have good facilities. So we had to sell our product.

But we felt that it was important enough that we did take time, and we visited with the youngsters, and we would be back whenever they would ask us to go back.

During that summer we had a volunteer committee of students who contacted by telephone every youngster who was going to come to Gove.

And we called back frequently and said, "Have you thought of anything you would like to know."

We did a parent community picnic kind of thing with youngsters and parents about a week before school started, so that we would get to know each other.

Then the integration procedure in '74 went very smoothly.

Ms. Lewis: Thank you for that. You then were transferred to T.J in what? December?

Ms. Belcher: Yes. I was transferred in December of '74 on a half-time basis and started on January '75, full-time.

Ms. **Lewis**: There was an assistant principal who was transferred with you at that time?

Ms. **Belcher**: Mr. Callaway was the assistant principal who was sent from Merrill Junior High, and he was sent in about November 1.

Ms. **Lewis**: What was the occasion of the two of you being transferred there to sort of take over?

Ms. **Belcher**: Evidently they felt a need for our particular leadership or some of the, I hope, expertise that we had learned through other experiences.

Ms. **Lewis**: And as I recollect from Mr. Callaway, he had been with a number of students—

Ms. **Belcher**: Mr. Callaway had been a student advisor at East High School and knew the Montbello youngsters which totalled about 700 youngsters.

And he knew them by name and could identify these people. I, at the same time, had been at South High School prior to going to Gove during the court-ordered integration in 1969. And I also knew the youngsters that were sent to T.J. from South.

Ms. **Lewis**: So at the point where you arrived at T.J. in midyear, Miss Betz has described the situation as being a little tenuous at that point, and you were suddenly confronted with the situation, and what was your assessment of what needed to be done, and what, in fact, did you proceed to do?

Ms. **Belcher**: I think the most important thing for me, personally, was to get to know the youngsters, and I felt that it was important that I have an open door policy and be able for them to relate their needs and their concerns to me.

Then the next most important thing was to get to know the faculty. It is very difficult to walk into a school and get to know 110 teachers immediately.

It was important for me to get to know their personalities, their conflicts, their biases, and realize where we had to start.

Mrs. Betz and the building committee, and at that time she was chairman of the committee, was most helpful.

They had a great deal of input. They were able to make suggestions, and it was through their effort, in fact the effort of everyone. I think everyone wanted to put it all together. And it took a lot of work, a lot of patience and a lot of understanding, and without the support of the youngsters. And without the support of the faculty it would have been difficult for me to do.

Ms. **Lewis**: During the time before you came there, it seems somewhat clear from what you are saying, there was not a lot of contact between the administration and the students?

Ms. **Belcher**: I think probably Steve or Mrs. Betz—

Ms. **Lewis**: I was just making an observation, sort of, in terms of your then stepping in and making yourself much more available to everyone in the school.

Let me go back to Mrs. Betz for a minute and ask about the curriculum changes and the kinds of things that were done with the faculty to make it possible to meet the needs of all of the students.

Ms. BETZ: The major curriculum changes that were made involved reading classes, working with basic skills that I had mentioned before were lacking in these students coming into T.J.

More offerings in vocational education. We have some students who go down to Opportunity School now and over to South High for classes that aren't offered at Thomas Jefferson. But they were, I suppose, classified as remedial classes in areas like English and Social Studies and Math.

We had to instigate more of those and also to offer more vocational opportunities.

Ms. LEWIS: Did you find that there were students already in the school from before who needed some of this, in addition to the kids coming in?

Ms. BETZ: The need has always been there, and educators are always great in giving lip service to individual differences. I don't know that we do a very good job with that.

The need has always been there, as long as I have been there. It was not recognized as a true problem until the integration.

Ms. LEWIS: Now, let me go to Mrs. Smith.

Mrs. Smith, how many children do you have in the Denver public schools.

MRS. SMITH: Five.

Ms. LEWIS: How many of them go to T.J.?

MRS. SMITH: Three.

Ms. LEWIS: You are also a security aide at T.J., so you see them daily, I presume?

MRS. SMITH: Yes.

Ms. LEWIS: When the court order was announced, how did they and you react to the idea of having them go to T.J.?

MRS. SMITH: We didn't react at all, because the kids had already been bused. They had been bused to Hill Jr. High, Kuhnsmiller. Most kids that was going to T.J., were going to be bused to T.J., lived in the same area they lived in. So they didn't have any fear of not knowing anyone, because everyone in that particular block was going to T.J., so we didn't react to it at all.

Ms. LEWIS: Was there any concern on your part about the court order and the city and what would happen as a result, or did you just assume it would go well?

MRS. SMITH: I just assumed it would go well. They had problems at Kuhnsmiller when they were there.

Ms. LEWIS: Then your children went to T.J. What has been their experience, since coming there? Have they liked it?

MRS. SMITH: Very much so.

Ms. Lewis: Have they found that they're academically doing as well or as much as they were doing before?

Mrs. Smith: Yes.

Ms. Lewis: So that in general you would certainly say that the situation has been a good one for them?

Mrs. Smith: Yes.

Ms. Lewis: Was there any discussion in your family about the whole idea of the Court-ordered integration and what that would mean and how did the kids react to that?

Mrs. Smith: We had discussed it some. Like they just, you know, really wasn't sure if they would be accepted by, you know, the white students at T.J.

But that is a fear of any kid being bused into a different neighborhood. And I told them, you know, that when they go to school, to T.J., that they would get to meet all the kids there and it would probably eliminate some of their fears.

They do have white friends now at T.J. They don't visit each other, because they're in different neighborhoods, but they do talk on the phone to each other.

Ms. Lewis: Let me ask you a general opinion question on your part, and that is what kind of effect do you think parental attitudes in this whole situation have on the students when they go into a process like this?

Mrs. Smith: I think the parental attitude has a lot to do with the kids. I think if I have shown a negative attitude toward T.J. and really I haven't discussed it, you know, I don't want my kids to be bused to school, I think my kids would have gone into T.J., with that attitude.

Ms. Lewis: Let me go to Steve.

Steve, you went to Merrill Junior High; right?

Mr. Zellinger: Right.

Ms. Lewis: When you went to Merrill, it was already an integrated school?

Mr. Zellinger: That's right.

Ms. Lewis: Following that, you were transferred to T.J. How do you think your experience going to an integrated junior high school affected your abilities or feelings about going to T.J. under the desegregation order.

Mr. Zellinger: I think having gone to Merrill Junior High was a great influence.

Merrill Junior High had an extremely successful integration plan, and we got along very well.

On the other hand, if I had gone to Hamilton Junior High, I would have a very, very negative attitude, because the desegregation did not work at all, apparently, from what I understand.

So, by the time I went to T.J., I had a open feeling toward integration, a positive feeling toward integration, whereas, if I had come from Hamilton, it would have been the opposite.

Ms. LEWIS: Upon coming to T.J., which was then of course a new situation and it had not had any experience with an ongoing desegregation like Merrill had, what was your experience when you first got there last year?

MR. ZELLINGER: Well, I had mixed reactions. I think, first of all, a student has to cope with the adjustment of coming to high school to begin with.

That is hard enough, as it is. Then to come to the realization that desegregation is happening at the same time, it compounded the difficulties.

Ms. LEWIS: As you went through the year, did you find it was harder, easier, to adjust; what kind of experiences did you have?

MR. ZELLINGER: Adjustment is a matter of time. It got easier, of course.

Ms. LEWIS: And, academically, there was—

MR. ZELLINGER: There were some problems. I've generally been I guess you call an accelerated student. There were some major problems in the English area, as Mrs. Betz said. Not only did we not have remedial class, but we still failed to have accelerated classes for sophomores in English. What the English department did do, they programmed accelerated students into the speech program, but you always have those accelerated students who are not speakers, and that did account for something.

Ms. LEWIS: Now that was last year, and have you found that this year has been the same as last year? Is it better?

MRS. ZELLINGER: There has been a dynamic change, due mainly to the administration.

Last year we had an administration that had two major faults: the first fault being that they were afraid to say no. I mean this as far as obedience. I don't care whether the kid was black, white, Chicano, oriental, somebody has to say no sometime.

The second thing is that the administration at this point is open to ideas. The administration before was not at all receptive to anything.

Ms. LEWIS: And you are now president of the—

MR. ZELLINGER: Junior class.

Ms. LEWIS: And you are clearly interested in getting students involved in what goes on. Are you also on the student council?

MR. ZELLINGER: That's right. Its the same thing.

Ms. LEWIS: And in the process of being in that organization, have you been involved in activities that were tried to deal with more students and get more students, as I say, involved in school activities?

MR. ZELLINGER: We try. It is very difficult at T.J.

As Mrs. Betz said before, we are up against this thing, the old rumor thing, and what T.J. used to be, and trying to live up to that.

T. J. was always known as the "snob" school in Denver, and we are still trying to, you know, outlive that kind of reputation.

But it is still known as that. And I really don't think it is any more. But, contrary to what some of the Manual students said, I think we find that T.J. still a sort of has an indifference to the desegregation plan. We don't see it as a consitutional thing. I think a lot of students see it as an inconvenience, more than an equal education bout.

Ms. LEWIS: Just let me ask you one more thing. I know that you have done a number of things this year to try and get more students involved.

It would be helpful if you would just describe a couple of those.

MR. ZELLINGER: Well, we do, first of all, the normal things that any other high school would do. We have dances.

Ms. LEWIS: As part of the student council?

MR. ZELLINGER: As part of the student council. We sponsor dances. We sponsor coffee shops, a kind of thing where you have local talent from the school come in, bands, soloists, that kind of thing, perform.

And that type of thing at night eases tensions.

Ms. LEWIS: Have you done anything during the school day with other classes to try to get kids to participate?

MR. ZELLINGER: Just a few days we had a survey. We went around, we took an idea from East High School. What we did is we went to different classes and asked about their ideas, any—we told the kids we had gotten a lot of complaints about the student council not responding to the students' needs. And if we are going to respond to the students needs, we have to know what their needs are.

So we went to the classes and asked for their ideas and complaints. We did get some very, very good input. And its a matter of having the administration respond to that.

Ms. LEWIS: Are the minority students involved in student council?

MR. ZELLINGER: Yes. At least superficially they are. I mean there are minority students within student council. I cannot say that the black population of the school is as much involved with student council as they are with what we call the BSU, the black student union, but there are minority representatives on an equal proportion within the student council, yes.

Ms. LEWIS: Thank you.

I have no further questions.

CHAIRMAN FLEMMING: Commissioner Horn?

VICE CHAIRMAN HORN: Let me just say that Mr. Zellinger's comments ought to be engraved in every administration manual, as far as I'm concerned, that the key to success is the ability to say no in a fair manner. And I think the key to success is the capacity to listen to ideas.

It is obvious that this is now occurring at Thomas Jefferson. Perhaps the principal and the teacher who heard me ask the previous people in their comparable positions this question, but I would like to repeat it to this panel just to get your advice.

And that is basically based on your experience as a teacher, as a principal, working with students from upper income and lower income families, what conclusions have you reached with regard to the effect of home environment on the learning performance? And is there anything that Thomas Jefferson in this case is doing to help alleviate the situation?

Ms. **Belcher**: The socioeconomic difference is a very difficult one to overcome.

We have tried in numerous ways to involve parents. I find that I have many parents from the middle economic bracket who will be involved, who are not working and will come to school activities. I have not been successful in getting parent participation from our satellite areas, which are the areas that are bused into us.

At night when a minority youngster is appearing or participating in a program, the parents will come. They are very loyal to their individual youngster. On back-to-school night, when we go through our daily class schedule and they get to meet the individual teachers, we have an outstanding turnout.

But to come to a formal PTA, at our school we call it League of Educators and Families, when we have a formal league meeting, we have not been successful in getting any participation, but I must congratulate all parents at T.J. in saying that they do turn out when their individual youngsters are involved in music, art programs, sports, any of this kind of thing. We really get tremendous parent support.

Vice Chairman Horn: Is that a commentary on PTA meetings or their equivalents?

Ms. **Belcher**: I hope not.

Vice Chairman Horn: I have been to a few of those, and I wonder why I turned out myself. Miss Betz?

Ms. **Betz**: The home influence is very obvious in a classroom, and you cannot discount what they have lived with for 16 years of their life, when we only have them in school for six hours.

One thing that we have tried to do, again, I hate to keep harping on the reading, but that is a very dominant problem.

Many students don't even know what a "Time" magazine is.

The home cannot afford to have any magazines or newspapers. We try to introduce them to a lot of things at age 16 that they should have seen at age five and four, and sometimes there is not a whole lot you can do once they reach that age. But the home influence is a decided factor, not only in their behavior in school, but in their tolerance of the integration.

Ms. Belcher: I think I'd like to add that we really found, particularly last year, the homes that were very antibusing, it reflected in the feelings of the youngsters around the building.

And when you hear it at home, hour after hour, it is a very difficult thing to work with, and when you have the youngster, as Mrs. Betz says, six or seven hours a day, we really could tell when parents were feeding lots of information into the youngsters, because then they would talk to us about this. And this is the kind of feedback we receive.

So the parent definitely is a key.

Vice Chairman Horn: I just wonder, Miss Belcher, do you feel that there is anything the school system could do to attract parents in adult education sense. If we are busing children during the day, I wonder why we don't make buses available to get parents involved at night and really have a total educational program?

Ms. Belcher: We do provide buses whenever we have an activity. We have buses that will run the exact same route that is bringing youngsters.

Vice Chairman Horn: And pick up parents as well?

Ms. Belcher: Yes. But we still don't get anyone to turnout.

Ms. Betz: I would like to add when the faculty, a year ago in November, requested help, and that was literally what it was, to help us create new things at school, one of our requests to the superintendent was that adult education, truly, as we think of that word, be instigated in all of the schools, and that the parents whose students would attend during the day, the parents would come back for adult education classes at night, and that the schools should be used to a greater extent, both at night, weekends and during the summer than they are now.

Ms. Lewis: What kind of a response did you get to that request?

Ms. Betz: I got no response.

Ms. Lewis: The superintendent was in the room last night when I raised this issue. He promised to furnish for the record the extent of adult education activity in Denver schools.

So we will look on that with great interest.

Miss Belcher, let me ask you another question. Every desegregation situation we look at, there is always a charge that there are an excessive number of disciplinary suspensions, expulsions, disproportionate in their effect on race. And I just wonder, since you have become principal at Thomas Jefferson, have you had the occasion to suspend any students, what your feeling is as to the equity based on either the present experiences or your past experience in the school system with which discipline is levied in a fair manner and not in a racially discriminatory way?

Ms. Belcher: With the racial mix that I have on my administrative staff and my student advisory staff, and this is the group that handles the discipline, I cannot see any breakdown racially.

In other words, I have the papers available and I can check it. Since I have been at Thomas Jefferson, I have not had an expulsion. We do numerous overnight suspensions, and I would like to explain that to you: we for example have a youngster who is involved in some kind of minor infraction of school rules, but he keeps repeating this over and over again.

In an attempt to involve the home and to let the parents know what we are saying and what we are doing and why we are doing it, we will suspend Tom Jones at the end of his schedule today, and say you cannot come back tomorrow morning until we talk with your parent. Please bring your parents back with you or contact us by phone, if they are working.

So we have quite a number of overnight, what we call overnight suspensions. But the youngster is not missing school.

Ms. LEWIS: Do you find the student does get the parent in?

Ms. BELCHER: Or on the phone, yes. Almost always. Because—well, we encourage them not to go to class until the parent has contacted us.

Ms. LEWIS: Miss Betz, would you like to add anything?

Ms. BETZ: I would say, generally, the faculty would agree with Mrs. Belcher that the discipline at school is truly fair and that it is not based on color at all.

Ms. LEWIS: Thank you.

CHAIRMAN FLEMMING: Commissioner Freeman?

COMMISSIONER FREEMAN: My question would turn your answer around. You say the faculty would agree. The question is, would the parents agree that the discipline is fair?

Ms. SMITH: To me? Yes, I think the discipline is fair.

COMMISSIONER FREEMAN: And then would the student agree the discipline is fair?

MR. ZELLINGER: I believe so, yes.

COMMISSIONER FREEMAN: Would you say that this would be the response of the Chicano, Hispano student?

MR. ZELLINGER: Well, it depends who you are talking to. You know, if you are talking to me, and I'm a white student who makes a lot of problems, of course, I'm going to say no.

And if I'm a Chicano or black student who makes a lot of problems, I'm going to say no.

But I think, generally overall, that you will find there is a general fairness at T.J.

COMMISSIONER FREEMAN: The other question I have relates to what happens on the bus.

Yesterday, in response to some of the questions as to how many students were bused in, one person gave the answer, three busloads, and we don't know how many that means.

Then somebody else gave an answer, seven busloads.

Then the statement was made 45 minutes on the bus. Now, the question that I'm asking is, obviously, we now have another term in counting, you count by busloads rather than bodies.

Mrs. Belcher, would you like to respond to that?

Ms. Belcher: Bodywise, we bus approximately 1,100 students. This is from our entire, all three areas, the southeast area, which is our home area, but many of the youngsters live beyond the three-mile limit. From the Montbello area, we bus about 700 and from the Park Hill area, about 295.

My figures might be a little off, because they vary with enrollment. Talking about busloads, I have 64 buses in-and-out a day.

Commissioner Freeman: What is the time span, the time on the bus?

Ms. Belcher: Our buses leave Montbello, which is 18 miles from our school, at 6:20.

The first buses start pulling in, because they come around I-225, which is quite rapid, they start pulling in about five minutes of seven in the morning. And this winter, I think, as an example, with 64 buses in-and-out per day, we have had, I've kept track, 14 late buses.

So I feel that our transportation department is doing an outstanding job.

Commissioner Freeman: My question is the extent to which consideration has been given to whether the buses could be used as a mobile or learning laboratory. We all go on trips, go to Washington, and you take a bus, bus tour around Washington, and you learn about Washington from the guided tour.

Now, is there a learning experience that can be applied during that bus ride?

Ms. Belcher: At the time when I was at Gove and we were first talking about busing, I asked for some help to talk about tapes and, at least, some music on the bus, and this sort of thing.

I found that it was a very expensive kind of thing to install, and now in talking with the youngsters, I find for youngsters who are very, very busy and who are carrying a full schedule of classes, and who may be working part-time, this is an important part of their life in that it is their only social time.

Commissioner Freeman: So that it is really not as negative an experience as some parents would believe?

Ms. Belcher: I found this to be true at Gove. They thought it was a great time to see all their buddies before they arrived at school. I would say it is a pretty social time for youngsters at T.J. also.

Commissioner Freeman: Commissioner Ruiz?

Commissioner Ruiz: Miss Belcher, is there a student council in your high school?

Ms. Belcher: Yes, sir.

Commissioner Ruiz: How is it selected?

Ms. Belcher: They're elected by the students.

Commissioner Ruiz: What is its makeup ethnicwise?

Ms. Belcher: Steve, you will have to help me. I have been up to student council several times, but I can't tell you exactly.

Mr. Zellinger: It is racially mixed. Do you want to know the numbers?

Commissioner Ruiz: Proportion, 50-50?

Mr. Zellinger: No, no, it is not 50-50. It is about one to four, 25 percent minority, 75 percent white.

Commissioner Ruiz: That minority, how is that broken down?

Mr. Zellinger: All black.

Commissioner Ruiz: Aren't there any Chicanos?

Ms. Belcher: Our school is only four percent Chicano.

Commissioner Ruiz: Are there class officers?

Mr. Zellinger: Yes.

Commissioner Ruiz: How are they selected?

Mr. Zellinger: By electoral vote.

Commissioner Ruiz: By students themselves?

Mr. Zellinger: Right.

Commissioner Ruiz: Now, there was testimony given here to the effect that when students in class sit back-to-back, and they don't see one another, plus the natural tendency of students by virute of being more comfortable to segregate themselves, that it was helpful to have them face one another in a circle in the class experiences.

What has been the experience in your school in that sense?

Mr. Zellinger: You mean how are the classes structurally set up?

Commissioner Ruiz: Yes.

Mr. Zellinger: Standardly, as Mrs. Betz said before, T.J. was a college preparatory school, is exactly what it was.

And you find the staff having a hard time responding to the change in student population and that is natural. But they seem to be doing a pretty good job. As yet, most of the classes are pretty standard, although we do have some unusual classes.

We have classes like social problems, which is, essentially sex class, tobacco and, you know, that kind of [illegible]

We have classes that discuss niceness and realities, which is discussing problems that you encounter as an adolescent, as a teenager. And these rooms are set up where there is more of an open forum kind of situation.

But I think you find in most of your classrooms, the academic classrooms, they're set up pretty standard, except for some of the English rooms. I think it's open up to the teachers. Pretty many of them are pretty standard in rows.

Commissioner Ruiz: Have there been any problems in connection with seating problems, Miss Belcher?

Ms. Belcher: None have been apparent to me. Probably, I see in existing classes more diversity than Steve has seen in his accelerated program that he is on. In the business education department, for example, in specialized areas, I would say we were going beyond the standard seating arrangements.

Commissioner Ruiz: One administrator mentioned the fact that the blacks were sitting toward the back, perhaps, or toward the front or in special areas. Have you had that experiences in your school or do they—

Ms. Belcher: On occasion, yes, we have had.

Commissioner Ruiz: Is there any policy with respect to mixing them up as much as possible when they are in class?

Ms. Belcher: No. But teachers are learning, and they are beginning to mix them.

Commissioner Ruiz: They are beginning to do that. Thank you.

Chairman Flemming: Mr. Rankin.

Commissioner Rankin: In listening to various representatives in different schools, you find what makes for a good school, first an interested and sympathetic parents, second, a dedicated faculty. Third, a fair, firm and reasonable understanding of administration and, last, a properly integrated student body.

I wonder if you would be willing to go into percentages, and each one of you, rate the administration, rate the student body. Do you think it is a properly integrated student body?

Ms. Belcher: May I ask what you mean by properly integrated? You mean numberwise?

Commissioner Rankin: Numberwise, yes.

Ms. Belcher: I would say it is properly integrated.

Commissioner Rankin: It is properly integrated?

Ms. Belcher: Yes. I would rate the faculty high. One thing that no one has mentioned, but everyone has alluded to, and your four breakdowns are again an allusion to it, you can integrate all you want on paper, with the buses, but it rests in that classroom with that teacher and those 35 kids.

And if you have a teacher who is doing what a teacher should be doing, and please don't ask me what that is right at this moment, if he is doing his job as a good human being and as a good teacher, you aren't going to have so many problems with the integration.

Commissioner Rankin: About what percentage of the teachers at T.J. would meet that?

Ms. Belcher: I would say about 70 percent.

Commissioner Rankin: Good. Go ahead.

Ms. Belcher: I would say with the student body, they naturally integrate—at least in my classes, they are free to sit where they wish, they do not have assigned seats. They sit with their own friends in the lunchroom. They do not freely integrate there. I would rate it satisfactory, as far as the student body is concerned.

Commissioner Rankin: What about parents?

Ms. Belcher: The parents need a lot of help in getting them involved in the school. That is probably our biggest problem right now, is getting the parent involvement going.

Commissioner Rankin: That is the biggest problem. What about the administration staff, how would you rate administration?

Mr. Zellinger: Well—

Vice Chairman Horn: Before or after he graduates?

Commissioner Rankin: Since you are in the accelerated class, I think you can take—

Chairman Flemming: If you want to take the Fifth Amendment on that, you can.

Mr. Zellinger: Well, you asked, you know, the administration is racially mixed. They are fair. We have stated that before.

Commissioner Rankin: It is fair? Is the administration firm?

Mr. Zellinger: Yes, generally firm.

Commissioner Rankin: Reasonable, as far as students are concerned?

Mr. Zellinger: I think it is usually reasonable.

Commissioner Rankin: And fairly understanding; is that right?

Mr. Zellinger: I think so.

Commissioner Rankin: You ought to get good grades. That report is a very fine report.

But you mentioned one other thing, that you didn't want to go to, was it Hamilton?

Mr. Zellinger: That is right.

Commissioner Rankin: What did Hamilton lack that you have here, that is what I am interested in.

Mr. Zellinger: That I had at Merrill Junior High? See, I'm comparing Hamilton Junior High to Merrill Junior High, and those two schools both had an input into T.J.

Merrill had integration before, and it was a home school, had a home spirit to it. We also had whites bused in, as well as blacks, so that everybody felt on an equal basis, you know, everybody kind of felt together.

At Hamilton, you had mostly just black students bused in. So it was a matter of the white students kind of accepting them, whereas at Merrill, I think it was a matter of accepting each other, because you were on an equal footing; you weren't at Hamilton.

A complete change of environment.

Commissioner Rankin: Miss Belcher, should we set up a mileage limit to busing.

Ms. Belcher: That would be very difficult to answer. I don't know. I could not say. I think it would depend upon the city and the difficult areas of the city and what is really needed. I don't think you could set a mileage limit.

Commissioner Rankin: I don't either. I just wondered about it.

You are trying to stop me, don't you see. I have a lot of good questions to ask.

Chairman Flemming: We have got a lot of other people coming.

Commissioner Saltzman: Miss Belcher, Miss Betz, are there any occasions that the educational achievement of minority students has been improved in the environment at Thomas Jefferson High School?

Ms. Belcher: I would like very much to say that we have improved it. If complaining is any kind of a measurement, many of the black youngsters are in to me saying, "Oh, my class is so hard, Mrs. Belcher, I'm not going to pass," or, "Gosh, Mrs. Belcher, can't you get them to lay off on our homework?"

But I do not have any formal instrument to measure what is happening, and I would hope that very soon we, in some way, would be able to do this.

Commissioner Saltzman: Your impression, however, is, yes, to the question?

Ms. Belcher: Yes, sir.

Ms. Betz: I would agree also. There are very subtle indications that that is occurring, and it would be nice to have a good standardized form to show what it was, but we don't have that yet.

Commissioner Saltzman: Mr. Zellinger, could I ask you whether, from your perspective, the school teachers and the administration are sensitive to the variety of ethnic, religious and racial backgrounds of the student body?

Mr. Zellinger: I think it depends mostly on the individual teacher. As a whole, I think the teachers really—they act oblivious to your color, if that is a good thing. You know, they don't respond to you because of color.

Commissioner Saltzman: Three areas: color, religion—

Mr. Zellinger: I personally have had some religious problems at Thomas Jefferson.

Commissioner Saltzman: Can you describe what you mean?

Mr. Zellinger: We have had some teachers—well, I don't know if it is necessary to do that. You also find your teachers that have specific religious prejudices or specific racial prejudices or ethnic prejudices, and I think you are going to find that at whatever school you go to.

I really don't think it is necessary to go into little personal things, because I don't think it characterizes the staff as an entirety, as an entity.

Commissioner Saltzman: As an entity, they have been generally—

Mr. Zellinger: Generally, sensitive, I think so.

Commissioner Saltzman: And there have been programs on an all-school basis that have recognized the uniqueness and the place of the various segments and the variety, religiously, ethnically, and racially.

Mr. Zellinger. Well I think we have to realize there has been a trend in the schools within the last—well, since I remember, to downgrade—I mean to put a damper on religion.

We don't touch it really. We are very, come Christmastime, we don't put signs up that say "Merry Christmas," or "Happy Hanukkah," if anything, we put up signs saying "Happy Holidays," if we dare be that bold.

I think the same applies to race, and I think we have tried to put a damper on it rather than encourage the individual ethnicities of the students.

So I can't say actually that the staff and the administration has been sensitive to it, because they haven't pulled it out, because it isn't a trend, the trend has been to put a damper on it and for everybody to melt into one.

Whether that is good or not, I don't know.

COMMISSIONER SALTZMAN: I thought the opposite was the trend.

MR. ZELLINGER: That is what it might look like on paper, but it comes out by wanting everybody to integrate desegregate and come together, we put a damper on the different ethnicities.

I think that we do emphasize Martin Luther King Day, that kind of thing; Mexican Independence Day has been observed within Denver and that kind of thing.

But as far as teachers responding to the individual religions and to the individual races of students, I think they have generally tried to be oblivious to that, because that is what they have been asked to do.

COMMISSIONER SALTZMAN: Wouldn't one of the purposes of the desegregation of the schools be to bring to the fore the uniqueness and the value of the representative cultures and traditions of the various groups, in order that each may learn from the other?

MR. ZELLINGER: I believe so. I think that is what is happening by the students themselves. There are also some classes—what is that class called?

MS. BELCHER: Capsules of Culture. We have a new course which we are experimenting with called Capsules of Culture. I just want to say with Steve, we have, I think, ethnically the largest Jewish population in the city, and I think that we have been sort of having to feel our way with this along with a large number of minority students and the Jewish students and their learning to respect each other, as far as holidays and observances, and this sort of thing is concerned.

I don't know, Steve, maybe you don't feel it as I do, being Jewish, you maybe don't quite get the same feedback that I do.

MR. ZELLINGER: No, apparently I don't. We don't feel encouragement. It is my feeling that everybody should be proud of what they are. And the integration provides the forum that you can be pround of what you are, and respect them for what they are and have them respect you for what you are.

This is done officially through classes and that kind of thing. It is done on a lower personal level when you are just associating with a kid from a different background or a different economic level.

I think that is very apparent.

But when you asked about, is the staff responsive, are they sensitive, you know, to certain things, I don't think it is very easy to classify them.

Because everybody responds to their own individual prejudices and biases.

And generally they're, the staff is good about that kind of thing.

Commissioner Saltzman: Do you think it would be helpful for the faculty and Administration to have some sensitizing experiences so that they will know the various sensitivities of the representative elements of the student bodies?

Ms. Betz: We have had that several times in the last two or three years. We would all agree with you, and what you are saying is ideally what it should be. That is not really what happens, and especially not in the first couple years of an integration program does that happen. There are too many other things that are the nitty-gritty that you have to contend with. And speaking from a faculty point of view, those tend to override, you know, truly setting up individual differences and celebrating that fact.

Commissioner Saltzman: Thank you.

Chairman Flemming: Mrs. Belcher, in talking with the superintendent yesterday, I took note of the fact that he had made a statement to the effect that the appeals have all been exhausted now, the position of the court, the courts, is very clear. Let's accept it, and go to work. I asked him whether or not, in connection with the school system as a whole, any effort had been made, was being made or was planned, in the direction of making it possible for administrators and teachers to fully understand the Constitutional issue that is involved. Going back to Brown v. Board of Education, tracing it down to the present time, with the end in view they are realizing that they were participating in an implementation of Constitutional rights, as defined by the Supreme Court. I gather that nothing formal along that line has taken place within the school system. I started deliberately with the Administrators and the teachers because of the very things that have been said here, the influence that they can have on making—in the classroom and outside. I don't know whether you heard the earlier discussion, but there was some indication on the part of the students who were participating in an earlier discussion, that in their schools some attention was given to the Constitutional issue that is involved here so people would develop an understanding of it.

I was just wondering whether or not in your school any of your teachers in courses treat this as a unit and try to develop some in-depth understanding on the part of students of the Constitutional issue that is involved.

Mrs. Belcher: I think it has been said many, many times, it started with the administrative staffs being informed and, of course, in turn the faculty should have been educated accordingly. I think we have heard it so long and so hard that maybe we are immune, I mean maybe we turn it off and not meaning to.

For the youngster who is currently at Thomas Jefferson, I think most of this was done very conscientiously at their junior history in most instances, at least as I have picked up the feedback, and I think probably in their civic classes and their history classes it is being done now.

I would certainly hope so. I can't imagine being an employee of the Denver schools and not knowing what is behind and what is ahead of us. I just can't believe this.

CHAIRMAN FLEMMING: I appreciate very much—

VICE CHAIRMAN HORN: Could I pursue your question?

The Chairman mentioned the word "unit" and that is an appropriate word in pre-college education.

To your knowledge, has a sufficient packet of materials been made available in terms of the Constitutional issues, the desegregation in this country, which I think most of us who have looked at the problem would feel is the fundamental domestic policy issue of this nation, has been for several decades, generations. Has that material made been available in a manageable way so that an instructor can grapple with it and have some way to communicate alternatives, discussion and understanding to students.

MRS. BELCHER: No formal packet to my knowledge.

CHAIRMAN FLEMMING: Do you think that the development of a packet would be of help to members of the faculty?

MRS. BELCHER: Yes, if prepared properly.

CHAIRMAN FLEMMING: We are indebted to you for coming here and talking with us about the development at Thomas Jefferson, identifying the issues, identifying strengths and weaknesses. This is going to help us a great deal as we tried to size up the situation for the country as a whole. And we thank you very much and want to extend our best wishes to all of you to carry on your work.

Thank you.

Counsel will call the next witness.

MS. LEWIS: Mr. Chairman, the next witnesses are from John F. Kennedy High School, four students, Vernon Owens, Cynthia McLelland, James Martinez and Terri Craig.

(Whereupon, Vernon Owens, Cynthia McLelland, James Thomas Martinez, Jr., and Terri Craig were sworn by Chairman Flemming.)

TESTIMONY OF VERNON OWENS, CYNTHIA MCLELLAND, JAMES THOMAS MARTINEZ, JR., AND TERRI CRAIG, STUDENTS, JOHN F. KENNEDY

MS. LEWIS: Would you all give your names, address and grade.

MS. CRAIG: Terri Craig, 3120 Philmore. I am a senior.

MR. MARTINEZ: Jim Martinez. I live at 3636 Labett Street. I am a senior.

Ms. McLelland: Cindy McLelland, 3078 South Zurich, a senior.

Mr. Owens: Vernon Owens, 3506 Clayton. I am a senior.

Ms. Lewis: Let me start with you, because you live in the area right around Kennedy H.S. You live in a community known as Bear Valley in the Denver area, do you not?

Ms. McLelland: Technically, I live in Harvey Park but it . . .

Ms. Lewis: What is that community like in terms of Denver? What did the school look like before desegregation?

Ms. McLelland: Secluded, in the sense of all white. There were some Chicano families, but a very small minority. And very—Kennedy High School was college prone, very pushed towards the college track in school.

Ms. Lewis: So when you found out Kennedy was going to be subject to the desegregation order and that, in fact, it would be getting new students the following fall, how did you feel about that, and how did your friends feel about that?

Ms. McLelland: I think they were very upset, because—I don't know exactly how many, but some students from Kennedy were being sent to another school. But it was a neighboring school which was a rival of Kennedy.

The kids that were staying at Kennedy, they were afraid of what was going to be new. They didn't know what was going to happen. They hadn't had much contact with any of the kids that would be coming over.

Ms. Lewis: How afraid, just that it would be strange or that they would be very different?

Ms. McLelland: Strange, that they would be different than any of us, and that there were little misconceptions which I think was in every single Denver public school. The bathroom situation, that no one would be able to go into any of the lavatories without have some problem.

Ms. Lewis: I gather you found out that was not true?

Ms. McClelland: No, it's not true at all.

Ms. Lewis: During the summer before you went back to school, did the faculty and administration and parents at Kennedy High School do some kind of orientation for the students, so that you had some idea of what this was all going to be like?

Ms McLelland: Yes; we had orientation groups in which we called some students who would be bused from the Manvel Satellite and also the Lincoln area and we got together and it was a real casual evening, pretty much of a central location, and had a picnic.

Ms. Lewis: Was it well attended?

Ms. McClelland: It was okay. It was kind of on short notice, so there were kids that were gone on vacations and that sort of thing.

Ms. Lewis: Did parents come, as well as students?

Ms. McLelland: Yes, some came.

Ms. Lewis: But it was largely for the students?

Ms. **McLelland**: Yes.

Ms. **Lewis**: You sat down and talked to one another at that point?

Ms. **McLelland**: Yes, about what each student felt about going to the new school and being at Kennedy, and what you thought about the new students coming in.

Ms. **Lewis**: What did you discover that evening?

Ms. **McLelland**: That all of us felt the same thing.

Ms. **Lewis**: You were all equally scared?

Ms. **McLelland**: Yes.

Ms. **Lewis**: Let me move down to Terri.

You went to T. J. in—that would be the 10th grade?

Ms. **Craig**: Yes.

Ms. **Lewis**: You went there on open enrollment, is that correct?

Ms. **Craig**: Yes.

Ms. **Lewis**: Why did you select to go on open enrollment in the 10th grade? You would ordinarily have gone to Manual?

Ms. **Craig**: Yes.

Ms. **Lewis**: But you decided to go to T.J. on open enrollment. Why did you do that?

Ms. **Craig**: I felt that I had a lot of friends, you know, from junior high and everything, and, like I wouldn't be inclined to do homework and stuff like that. So I felt that if I went to a school away from my friends and partners things like that, I would get down to the books and really study hard and do well in school.

Ms. **Lewis**: Did that happen?

Ms. **Craig**: Yes.

Ms. **Lewis**: When you went to T. J., how many minority students went there with you?

Ms. **Craig**: About 30.

Ms. **Lewis**: Out of a population of what, over a thousand?

Ms. **Craig**: Yes.

Ms. **Lewis**: So when the court order was announced, you had your choice. You could keep on going to T. J. or to Kennedy, the school you were then assigned to. You chose to go to Kennedy.

Why did you decide to do that?

Ms. **Craig**: I wasn't very much involved at T. J. and I didn't know very many people, you know. I just went to school and came back home. And it was a new opportunity, and I had friends going out to Kennedy, and I had a sister, so I said, I'll go out to Kennedy and try it out and see if I like it, and I did.

Ms. **Lewis**: Do you?

Ms. **Craig**: Yes, I do.

Ms. **Lewis**: Can you tell me why you do?

Ms. **Craig**: Well, I'm more involved with the activities, you know. I'm not on Student Council or anything like that, but I know a lot of people, and they take my point of view to Student Council, you know. I'm involved with a lot of students there and activities.

Ms. Lewis: Do you like your classes there?

Ms. Craig: Yes.

Ms. Lewis: Are they about the same degree of difficulty you had at T. J.?

Ms. Craig: Yes.

Ms. Lewis: So you're working just as hard?

Ms. Craig: Yes.

Ms. Lewis: Are you doing just as well?

Ms. Craig: No.

[Laughter.]

Ms. Lewis: How many—you're in a school now that has what percentage of minority students, do you think?

Ms. Craig: More than half?

Ms. McLelland: 50, 51.

Ms. Lewis: So there are more minority students with you than at T. J. Do you find that easier?

Ms. Craig: Yes, I guess.

Ms. Lewis: Maybe it doesn't make much difference to you?

Ms. Craig: It doesn't.

Ms. Lewis: So you find you make friends with everybody, and it really doesn't matter much?

Ms. Craig: Yes.

Ms. Lewis: Jim, you live in the Manual neighborhood, too, so that you would have been districted into Manual if you had continued going to school without a court order, and you went there in the 10th grade, didn't you?

Mr. Martinez: Yes.

Ms. Lewis: How did you like Manual when you went there?

Mr. Martinez: I didn't.

Ms. Lewis: You didn't like it?

Mr. Martinez: And I didn't go.

Ms. Lewis: How many days a week did you tell me you went to school?

Mr. Martinez: About two days a week.

Ms. Lewis: Why did you do that?

Mr. Martinez: There was no push for my education. If you felt like you wanted an education, the school was there. If you didn't want it, you didn't go.

Ms. Lewis: But you found going to school two days a week, you could do as much work as was necessary?

Mr. Martinez: Oh, yes. Well, in some of our classes, we had assignments put on the board at the beginning of the week, and if you took all week to do them, then that is what you did. If you did them overnight, then Tuesday you would turn them in, you would have the rest of the week to do what you want, go to classes, go to the park or not go to school.

Ms. LEWIS: When you were transferred to Kennedy under the court order, what was your first response to that?

MR. MARTINEZ: Hate.

Ms. LEWIS: Hate? Why?

MR. MARTINEZ: I said I wanted to be with my own race. I was very prejudiced.

Ms. LEWIS: When you went to Manual, were there a lot of Chicano students there with you?

MR. MARTINEZ: Yes, there were a lot of Chicanos.

Ms. LEWIS: When you went to Kennedy, you thought there wouldn't be any, and there you would be?

MR. MARTINEZ: No, I knew there would be a lot at Kennedy, but I couldn't get the hang of going to school with whites. I'd lived with blacks all my life, so I could get along with them, sometimes.

Ms. LEWIS: So when you went to Kennedy, you didn't go with what you would call a positive attitude, right?

MR. MARTINEZ: Right.

Ms. LEWIS: What happened when you got there?

MR. MARTINEZ: Well, nobody wanted to cause trouble with me, so I had to do it by myself. Everybody seemed so—they wanted to be involved, they wanted to make it work. So I got more involved with the Chicano students there.

Like, there had been some Chicano students there, but they weren't too involved in nothing, so we made it one of our goals as to get, all right, a Chicano club going there. And the whites, you know, they respected our ideas to a degree, and we did the same to them.

Ms. LEWIS: That is good.

What happened to your course work? Here you are five days a week, having to go to school now.

MR. MARTINEZ: Well, it was more enjoyable. The teachers made the classes seem more interesting. They worked with you on an individual basis, if you needed it. The students, some of them, tried to pull rank: I know something about it; I'll tell you about it. That didn't work out so hot. Other than that, people tried to help us with our work, the teachers were there.

Ms. LEWIS: What kind of marks did you get at Manual?

MR. MARTINEZ: About a C and D.

Ms. LEWIS: How are you doing at Kennedy?

MR. MARTINEZ: This semester wasn't so hot, but last semester I had straight As.

Ms. LEWIS: So you have done two things: You have gotten a lot more out of it academically, and you're really kind of more into the school now than you were before?

Mr. Martinez: Yes.

Ms. Lewis: And you do some things outside of school, don't you?

Mr. Martinez: Yes. Well, our Chicano Club, we belong to a group called the Youth Motivation. It's for the Chicano Clubs and BSUs of all the schools. It's a big get-together to try to work together and work with other white students and things like that.

Ms. Lewis: Do you do some tutoring?

Mr. Martinez: Oh, yes. Well, that is a class.

Ms. Lewis: Oh, that is in school?

Mr. Martinez: Yes, it's in school.

Ms. Lewis: What is that, in reading?

Mr. Martinez: Mostly in the PAR, proficiency and Review tests everybody has to pass before they graduate.

Ms. Lewis: That is something given by DPS?

Mr. Martinez: Yes.

Ms. Lewis: Thank you very much.

Vernon, there you are. You are now a senior at Kennedy, and you have been there two years. And, as I recollect, you also went to Kennedy when you were in the eighth grade on voluntary open enrollment a long time ago.

Mr. Owens: Yes.

Ms. Lewis: Why did you decide to go there in eighth grade?

Mr. Owens: I noticed while I was at Cole—I went to Cole Junior High in seventh grade—a lot of things went wrong. I had a lot of fights with my friends, but, you know, it was okay. I had good grades and everything, but I decided to make a little change. So I applied for this voluntary open enrollment, so I went to Kennedy.

Ms. Lewis: But you only went there one year?

Mr. Owens: I went to Kennedy in eighth grade for about a month, a couple of months.

Ms. Lewis: A month?

Mr. Owens: Yes.

Ms. Lewis: Then what happened?

Mr. Owens: And then I got transferred back to Cole because of the troubles I was having at Kennedy.

Ms. Lewis: So you went back to Cole?

Mr. Owens: Yes.

Ms. Lewis: Then you went to Manual, right?

Mr. Owens: Yes.

Ms. Lewis: And then you were directed into Kennedy?

Mr. Owens: Yes.

Ms. Lewis: How was Manual for you?

Mr. Owens: It was out of sight.

Ms. Lewis: You liked it?

Mr. Owens: Yes. The school, you know, it had a lot of spirit, you know. Our football team wasn't that great, but, you know, the spirit was always there. The teachers were cool; Mr. Ward was out of sight. It was really nice. I liked it.

And when I went to Manual as a sophomore, I was really looking forward to going back the next year, you know, because I just wanted to make the football team so much better, but then we got bused.

Ms. Lewis: So then you got bused?

Mr. Owens: Yes.

Ms. Lewis: What did you think when that happened?

Mr. Owens: Well, I said, well, I tried it in eighth grade, so I said this time it's going to work. I just told myself, this time it's going to have to work.

So I just went into the school with a real open mind and set my goals real high about making everything fit together, and they really did.

Ms. Lewis: You like your courses?

Mr. Owens: Yes.

Ms. Lewis: You're doing well at that?

What other activities are you involved in in the school?

Mr. Owens: Well, I'm on Student Council. I belong to the ESAA; it's kind of a student involvement. God, there's a lot. I'm just in everything. I'm in sports, I play football, gymnastics team, I'm in all-school show.

Ms. Lewis: What does that mean to you, in terms of transportation if you have to get home after school sometimes?

Mr. Owens: Usually we have late gymnastics practices, and it's hard for me to get home within a certain amount of time so I can still do my homework. That is the big problem at Kennedy, I think; I think it's transportation, because I'm the only black coming from northeast Denver who is on the gymnastics team.

They say that they can't get a bus just for one student, so they give me these tickets to catch the city bus, but the city bus takes so much time, you know, when I get home I barely have time to study and then get a good night's rest. So it's really hard from the transportation part.

Ms. Lewis: You can't study on the bus?

Mr. Owens: Well, I'm so dead from gymnastics.

Ms. Lewis: Those are all my questions.

Chairman Flemming: Thank you.

Commissioner Freeman.

Commissioner Freeman: I notice you are all seniors, which means you will be graduating, so I would like for you to tell us what you're going to do, what are your plans after you finish?

Ms. Craig: Well, I plan to go to, like a junior college, then decide if from there I want to go on to a four-year college to work with computers, you know, something like that. But if I just go to a two-year college and decide that I don't feel like going to the four-year college or something like that. I think I'll just go to work from there. But I have plans to go on to a college now.

Mr. Martinez: I'm going to Boulder for college and going to become or try to become a bilingual-bicultural teacher. That is my ambition. But I will have to wait and see.

Ms. McLelland: I'm planning to go to college, and I'm not sure exactly where, to start in a social science track, right now.

Mr. Owens: I'm trying to go to CU and Boulder. I want to be a teacher. I don't know why, but I just—

[Laughter.]

Commissioner Freeman: Well, good luck to all of you.

Chairman Flemming: Commissioner Saltzman.

Commissioner Saltzman: Were you here earlier when a panel of students were asked the reasons or why the Supreme Court ordered, and the local federal court ordered the desegregation?

Ms. Craig: Yes.

Mr. Owens: Yes.

Ms. McLelland: Yes.

Mr. Martinez: Yes.

Commissioner Saltzman: Were you aware of the constitutional issues with which they responded as to the motive for the desegregation order?

Did you get that in your school? Were explanations of what was happening available in your classes?

Mr. Martinez: No, it was more on an individual basis with a certain teacher. I personally talked to our Chicano teacher there, and he would tell me more what it is like.

But we just read in the newspaper, you are going to be bused, so there we would go.

Commissioner Saltzman: Yes. But did you understand why?

Mr. Martinez: Just to achieve racial balance, I thought.

Commissioner Saltzman: Why achieve racial balance?

Mr. Martinez: For the education. Well, you know, like, at Manuel I guess they thought that we weren't getting the education like the kids in Kennedy and T.J. were getting, because we weren't. They had college prep, and we didn't even know what they were. Even now when you talk about X class, you think it's a lower class or something. But at Kennedy they had them, and at Manual we didn't.

Ms. McLelland: At Kennedy before the busing, or the ruling was set down, we discussed why possibly it would happen, because of equal education.

Commissioner Saltzman: Opportunities?

Ms. McLelland: And also to remove the core city schools and different things like that, and the racial balance, because in one school was racially oriented with one race than other schools.

Mr. Owens: Well, when I heard about all this, I talked to some people, and I thought they were just doing it so they could get over to Manual, because Manual had all this vocational stuff. I thought that's why they were doing it, because I talked to a lot of people, and they said that the kids like in T. J. and Kennedy, were kind of mad because they didn't have the same kind of vocations that we did.

We had cosmetology and all this stuff, our own mechanics shop, and, you know, I thought that was the big thing. Then they told me about the education and how it would be equal to all schools, you know. Everybody in the schools would have basically the same education, and how the people would just learn how to get along with different colors of people and stuff like that.

Commissioner Saltzman: I sort of inferred from what you have said—and I think you have said it even more than as an inference—but specifically, that the desegregation has brought personal improvement in your academic performance.

Would you each respond to that, yes or no?

Mr. Owens: To mine, it's about the same. At Manual, the classes, to me, were just as hard as they are at Kennedy.

Commissioner Saltzman: So that your academic performance hasn't really changed?

Mr. Owens: I had about a B average at Manual, and I have the same average now.

Commissioner Saltzman: Okay.

Ms. McLelland: Same with me. There was no big change.

Commissioner Saltzman: Mr. Martinez.

Mr. Martinez: Drastically.

Commissioner Saltsman: A drastic improvement?

Mr. Martinez: Yes, improvement.

Ms. Craig: Well, for me it's the same, so no change.

Chairman Flemming: Commissioner Rankin.

Commissioner Rankin: Would you rather have black teachers or white teachers?

Mr. Martinez: Chicano.

Mr. Owens: Me, I don't care. Anybody who can put knowledge in my head, I'll listen.

Commissioner Rankin: If they know their stuff and can teach, that is all you ask?

Mr. Owens: That is right. That is what I go to school for, is to learn.

Commissioner Rankin: Certainly.

Do you have both black friends and white friends in school?

Mr. Owens: I have, God, so many friends. Yes.

Commissioner Rankin: You have as many white as black?

Mr. Owens: Yes.

Commissioner Rankin: Do you make them more in the classroom or on the gymnastics team, or out in the activities or in the classroom? Which is the greatest mix?

Mr. Owens: No matter where I am, I don't know. I just—I kind of like impose. If I don't know somebody, I go up to them and say hi, my name is Vernon Owens, talk to me. And it works.

Commissioner Rankin: So everybody likes you?

Mr. Owens: I hope so.

Do you like me?

Ms. McLelland: Yes.

Commissioner Rankin: I'll confirm that. I would judge that also. I have no more questions.

Chairman Flemming: All four of you are seniors. You are going to be looking back on this senior year at Kennedy in just a few months now.

As you look back on your senior year at Kennedy, what is going to stand out as the most significant experience or experiences that you have had?

Ms. Craig: Well, I guess experiencing that it was—when I was going to school in high school, is that when all this busing came about, and I was one of, you know, the first to have to go through the procedures and everything, and how I got adjusted to Kennedy without any real problems.

Chairman Flemming: Thank you very much.

Mr. Martinez: I think mine would be the changes that we went through and that we worked them out our own selves. I guess that would be the most important ones.

Ms. McLelland: I think, to me, it was learning that the world wasn't made up of the Bear Valley that I had always known. Now it's not secluded, and there is not such an ethnocentric idea about our little community.

Chairman Flemming: Thank you.

Mr. Owens: I think I'm going to look back and say the most important thing to me was that I made it, you know, because I really feel that I'm making it out there. And that right there shows me I can go almost anywhere and do good, you know, if I put it in my mind. I think that is what I'm going to remember.

Chairman Flemming: Thank you very much.

I gather that all of you will look back on the year with a positive feeling as to the experiences that you have had, some of them very new, but nevertheless significant, as far as your lives are concerned.

Well, I know I—as you look forward now to a year beyond high school, I know I express the feelings of all of the members of this commission when I say to you our very, very best wishes.

Chairman Flemming: Counsel will call the next witnesses. While they are coming, I understand there are two new—this is the clerk?

Mr. Glick: The next witnesses are faculty and a parent at Park Hill Elementary School. Mr. James H. Daniels, Principal, Carolyn Young, Teacher, Michael Tassian, Teacher, and Mary Ann McClain, the parent of a child enrolled in Park Hill Elementary School.

[Whereupon, James H. Daniels, Carolyn Young, Michael Tassian and Mary Ann McClain were sworn by Chairman Flemming.]

TESTIMONY OF JAMES H. DANIELS, PRINCIPAL; CAROLYN YOUNG, TEACHER; MICHAEL TASSIAN, TEACHER; AND MARY ANN MC CLAIN, PARENT; OF THE PARK HILL ELEMENTARY SCHOOL

Mr. Glick: Will you each please state your name, your address and occupation for the record?

Mr. Daniels: I am James H. Daniels.

I live at 6697 East Dartmouth; I am principal of Park Hill School.

Miss Young: Carolyn Young, 726 Albian, a teacher at Park Hill.

Mr. Tassian: Michael Paul Tassian, 4901 Mountview, also a teacher at Park Hill.

Mrs. McClain: Mary Ann McClain, 1955 Forest Street. I am a parent of a child.

Mr. Glick: I would like to begin with Mr. Daniels.

Mr. Daniels, how long have you been in the Denver School System?

Mr. Daniels: 18 years.

Mr. Glick: 18 years in Denver Public Schools?

Mr. Daniels: That is right.

Mr. Glick: What schools have you been at and what other positions have you had in the system?

Mr. Daniels: Well, I have been at Fairview School as a teacher. I was at Stedman School as a teacher. I worked with the—I was supervisor in school community relations. I was a principal at Columbine School and am now principal at Park Hill School.

Mr. Glick: How long have you been at Park Hill?

Mr. Daniels: Four months. I would say that translates into four years, about.

Mr. Glick: Even though you haven't been at Park Hill all that long I am sure you are familiar with what it was like before the desegregation order.

Can you give us some idea of what it was like then and what changes have taken place?

Mr. Daniels: Well, Park Hill is a unique school. It is one of the only truly integrated schools in this city and I would imagine in this state. It has people in it from middle and upper middle income, to people who are on ADC.

Mr. Glick: Has the racial composition of the student body changed at all since the desegregation?

Mr. Daniels: Well, I think it is about the same. There are at this point in time, 527 Anglo students, or 64.9 percent; 15 Oriental students, or 1.8 percent; 43 Hispano students, or 5.3 percent; and 226 black

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students, or 27.8 percent; and two native American students, or two-tenths percent.

Mr. Glick: So there hasn't been much of a change?

Mr. Daniels: No.

Mr. Glick: Has the school at all changed in terms of faculty or the boundaries covered because of the desegregation order?

Mr. Daniels: There have been some boundary changes as I understand it. As I told you, I have only been in the school for four months and I am not aware of all the processes in terms of integration that went on before I came to the school. Last year there were a lot more students in the school than there are at the present time. There was something close to a thousand students. Because of some boundary changes those students are now going to other schools.

Mr. Glick: I see. But were there any problems that you are aware of in that first year, although I know that you weren't there, but they may have been brought to your attention by faculty who were there then and are still there.

Mr. Daniels: Well, I understand there were some discipline problems because there were some students who were coming to the school and didn't especially want to be in the school. I am hesitating because I don't know exactly how to answer that. There were some discipline problems as I mentioned. That is about it.

Mr. Glick: What is the atmosphere in the school now?

Mr. Daniels: I think the atmosphere is very good.

Mr. Glick: You don't have the discipline problems you had last year?

Mr. Daniels: No, mainly because there is a mean principal in the school.

(Laughter.)

Mr. Glick: So the children don't create any problems?

Mr. Daniels: That is right.

Mr. Glick: Have you gotten much in the way of assistance from the school administration in help in carrying out the desegregation process even though it is slightly different at Park Hill?

Mr. Daniels: Yes, we have. We have gotten as much assistance as we have needed. Let me try to explain that a little bit. As I said a minute ago, the school consists of people in the middle and upper middle income bracket. There are people in the community with influence. And affluence, of course. People in the community who can make a difference in what happens in the school in terms of the monies and other kinds of things that are given to a school. People in the community who feel really good about the school and come in and do a lot of volunteer work for us. We are being looked at by Central Administration and the rest of the city.

Most of the things we ask for in terms of additional textbooks or programs or whatever, we get them without too much difficulty.

Mr. Glick: Have you noticed whether there is racial clustering inside the school, that is, of students getting together by race in their clubs or in their lunchroom activities, things of that nature?

Mr. Daniels: Yes, I think that the students do do that. We are trying to do some things to keep that from happening. We don't want to decide who a kid's friends can be. But we do want the kids to have the kind of social interaction and mingling between and among them that we think is good for kids.

In the lunchroom, for example, since you mentioned that specifically, we found out kids of certain ethnic groups, and these were black kids, were setting at tables together and in many instances did not choose to move from those tables. We decided to change that by having the kids sit by rooms, since the rooms are integrated. We felt that the tables would be integrated, too. We have since pulled back from that just a little bit. On the playground we find kids of all ethnic groups playing together the way we would like to see that happen.

Mr. Glick: Thank you, Mr. Daniels.

I would like to turn now to Mrs. McClain.

Mrs. McClain, how long have you lived in the Park Hill area?

Mrs. McClain: Almost 15 years.

Mr. Glick: You have one child in Park Hill School? I understand you have another child. Does your other child also go to Park Hill?

Mrs. McClain: Yes.

Mr. Glick: So you have had long experience with Park Hill School?

Mrs. McClain: Yes.

Mr. Glick: Mr. Daniels described the Park Hill neighborhood. I don't know whether he lives in Park Hill or not. But can you tell us what the neighborhood is like from the standpoint of a long-term resident?

Mrs. McClain: I am not sure what you mean.

Mr. Glick: I mean in terms of racial and ethnic mix, in terms of economics and in terms of whether it is a community or just a collection of streets and houses.

Mrs. McClain: It certainly is a community. I think that there is a great feeling of community spirit, involvement and community pride in Park Hill. It is an area that started to integrate about 15 or 16 years ago. There were community groups formed to make that a positive thing, to build on that, rather than have people leave. There has been commitment at the school for that same time period so that the integration experience of the school is quite old and it's been ongoing for a number of years.

Mr. Glick: So in that sense the court order which resulted in desegregation of other schools in Denver has not really had that much of an effect on Park Hill School?

Mrs. McClain: Not really.

What happened last year under the court order, we lost children who were taken out for different—for different satellites taken out to different schools. We had children come back to us who were within our district. So, we had last year about 200 children come to the school that came from 24 different elementary schools, so that we did have a change in our population. Not in our ethnic makeup.

Mr. Glick: In other words, there was turnover in the pupil body but not in terms of ethnic and racial mix.

Mrs. McClain: Right.

We exchanged some bodies.

Mr. Glick: Are you involved in any way in activities at Park Hill School?

Mrs. McClain: Yes.

Mr. Glick: Could you describe that for us?

Mrs. McClain: Our parent group at Park Hill is quite active. We don't have a PTA. Several years ago we dropped out of the PTA structure. We have what we call PHESA, Park Hill Elementary School Association, which the primary purpose is to get parents involved in the school in any way we can.

My particular involvement has been varied. Last year I was chairman of the Communications Committee. We felt one of the things we could do to make these new families welcome was to improve the communications aspects. We tried that.

Mr. Glick: How did you go about doing this?

Mrs. McClain: Several ways.

Do you want to know what all the parent group did or my own involvement?

Mr. Glick: I am really interested in what the parent group did. First, I have to establish you would be a person who would know.

Mrs. McClain: We did several things. We thought because we had kids coming from so many different areas that it was important to do what we could to make them feel welcome and comfortable and their parents, with the school. We had visitations from all those children in the spring of '74.

We had parents and students at those meetings to take the kids around the building, just visit and be friends. In August before school started we had block meetings on every block that was new to our district. We set up meetings in a parent's home, a new family coming in, two people from the parent organization went to those meetings and just talked with parents about the school, tried to answer questions, whatever. We had kind of an open house at the school early in the year, an ice cream social. It was a chance for people to come and meet with one another. We had very good attendance at that. We had hoped at that time to show people the building and that didn't work out. We weren't able to have classrooms open, but we did open some doors, I hope. We decided to publish a handbook that would explain about the school to parents and to students. That was mailed to every family in the school.

We also mailed the newsletter every month and made a real effort there to remember that we had new people with us last year.

Mr. Glick: Did you find much apprehension on the part of parents of the children who were being transferred into Park Hill because of the boundary change?

Mrs. McClain: I think that probably most of them would have preferred not to make the change. No, that is not true. Depending on which school they were coming from. Some were very glad to be coming to Park Hill. Some of these children were from satellites that had been bused out to other areas and were now going to be within walking distance, come to a school within walking distance.

Some felt very strongly about the schools they had gone to. It was just sort of a mixed bag.

At our meetings we—some were concerned about the distance their kids would have to walk, they wanted to set up car pools, that kind of thing. I don't think any real apprehension.

Mr. Glick: Mrs. McClain, do you think that the court-ordered desegregation has improved the quality of educational opportunity, equality of educational opportunity in Denver?

I know that Park Hill hasn't experienced all that much change, but obviously you are interested in school affairs and I would like to have your opinion on that.

Mrs. McClain: I don't know that I can speak to that. I hear positive things about Manual. I have a daughter who will go to Manual next year. Know children who have gone there for the first time this year. I hear good things about the changes there. I don't know I really could speak to that.

Mr. Glick: Thank you.

Mr. Tassian, how long have you been in the Denver Public School System?

Mr. Tassian: Five years.

Mr. Glick: How long have you been at Park Hill?

Mr. Tassian: Five years.

Mr. Glick: You have been at Park Hill all that time?

Mr. Tassian: Yes.

Mr. Glick: Certainly you are the one who could tell us about changes that have taken place.

Could you start out by telling us, have you seen any changes that have resulted from a new and different student population and from the desegregation order as a whole?

Mr. Tassian: Well, the desegregation order only affected us in that we pulled in more kids that were maybe going to a more predominantly black school, which was Stedman. Then Stedman, under the ruling, had kids that were bused out to the suburban areas, maybe just as close—Montclair was just around the corner from us but from that point of view from which they were looking that was the area in which they were to go to school.

It has a very positive effect on the kids once that they were accepted into the environment they were going into.

Let's say that if I were to leave and go to another school, the first feeling that I would have is that, am I accepted? If I am not accepted then, of course, I am going to be a little hostile. Are my needs going to be met there as in the school from which I came? If that is not, then again, hostility.

Altogether I feel that our school which is one of the largest, second largest schools in the Denver Public School System, has done a—has achieved an area which is, I would say, new to the suburban areas in the way of education.

I am talking about, you know, a cross section of ethnic groups. By working there for the last five years, that everybody has an opportunity to act and interact among each other. They have a chance to be, now again, a little competitive when it becomes the involving of education, how one approaches education, how one deals with education.

The kids I have come out of my classroom and I believe overall out of Park Hill fed into Gove and Smiley were excellent students, they were not harmed by somebody else.

In fact, it made them a better person because they know how to cooperate and comprehend as to their feelings to each other without acting as a defiance or threat to each other.

Mr. Glick: You mention that children who had gone to Stedman School came to Park Hill?

Mr. Tassian: Yes.

Mr. Glick: Stedman was a largely black school before the desegregation order?

Mr. Tassian: Yes, it was.

Mr. Glick: Did those children have a difficult time adjusting to Park Hill where it was more of a racially integrated school?

Mr. Tassian: They had a difficult time because this was the third school along the chain in which they were involved in. Just as for myself, if I were to live in Park Hill, which I am also a resident, and then move out to Lakewood or move to Jefferson County, I would also feel kind of lost as to where my roots are and to an identity.

So, this is what was actually lost in the transferring of students, was a loss of identity. We tried very hard to set up programs, not set up programs but involve children into programs that would relax their hostility and also make a feeling of belonging as to a family rather than as to a school structure.

Mr. Glick: Did you find the young students who had come from Stedman were academically behind in any way?

Mr. Tassian: Some were. I would say that out of 100 percent maybe 50 percent were on top, 50 percent were in the lower area.

Again, it is because of lack of basic skills. Here you have the children being bused in, say, third grade, and some of the skills are lost along the line. They don't have the feeling, the strong urge for education as they did if they had stayed in one area.

Mr. Glick: So you think that continuity of school life history is important to a child?

Mr. Tassian: Are you referring to as to the past, or now to the present?

Mr. Glick: I mean just in general, the concept of a child going for a long period of time to the same school as beneficial rather than hopping around from school to school, which may in fact be damaging.

Mr. Tassian: Well, first of all, everybody is, their feelings as to what area they are going to be most effective in.

I would say that if they, the kids in the past felt that because of moving around they were losing their position in life, their identity. But I don't believe that is so.

They have adjusted, as I have adjusted to the children that have come into my classroom each year.

Mr. Glick: Do you think those children from Stedman and other predominantly black schools who have come to Park Hill have benefitted by the experience?

Mr. Tassian: Yes, they have.

Mr. Glick: Of being relating to other racial and ethnic groups?

Mr. Tassian: Really.

Mr. Glick: In what ways?

Mr. Tassian: Socially, academically, able to face up to problems, interacting not only on their own peer group but interacting on or with adults. In elementary school this becomes very detrimental because you always have adult authority and we are acting as a guideline. We are not there to act as a dictatorship. The kids have to know that.

The only way they can know that is to act with them, interact and react.

Mr. Glick: I just want to ask Mr. Daniels, you may have given this figure, Mr. Daniels and I may have missed it, but that is on the racial and ethnic mix of faculty on Park Hill.

Mr. Daniels: No, I didn't give that to you. There are four black teachers there. One Chicano teacher and 29 Anglo teachers.

Mr. Glick: Is there any kind of Bilingual-Bicultural program?

Mr. Daniels: No, no Bilingual-Bicultural program.

Mr. Glick: Miss Young, can I turn to you now and ask you whether you have seen, well, first, you have been at Park Hill a number of years, I know. How many years?

Miss Young: No, I haven't. I have been in the system seven years. This is my first year at Park Hill, also.

Mr. Glick: I am sorry, I got that figure mixed up.

What kind of effect do you think that the bringing in of new students into Park Hill has had? Have you found children coming from Stedman and other schools who have been confused and ill at ease?

Miss Young: I think that what happens when children transfer from one school to the other is more, as Mike said, there is an uncomfortable feeling, I think, in the beginning of being in a new situation.

And there is also, I think it is very important to keep communications open in terms of the continuity of skills in the academic area. I think if we pick up on that early, the kinds of programs kids have been into and they are comfortable with, I think that really makes a difference as far as how comfortable we can make the child in his new situation.

Mr. Glick: Have you and other faculty members made any special kind of efforts that you wouldn't normally have to undertake because of the strangeness of the school, the school to the children?

Miss Young: Well, I have been fortunate because the children were in Park Hill the year previous to my coming, so all the children had been at Park Hill for one year.

But as children come in new, it is something we are looking into, contacting their schools and talking to people who had them before so we know what works effectively with each child.

Mr. Glick: Have you had much contact with parents of children in the school?

Miss Young: Yes, quite a bit.

Mr. Glick: What is their response and reaction to the changes that have taken palce?

Miss Young: I think their prime concern is the quality of the education the children are getting. And how their children seem to be relating with the peer group that they are in. I think Park Hill parents are very concerned about their children and how they are doing and how they are feeling in the school situation. They have parent meetings, there is frequent contact, my room mother with myself and the other parents in terms of getting me aid if I need extra help in the room. They have been very, very helpful.

Mr. Glick: So there is a spirit of relating to the school? The parents have a certain affection or interest in the school?

Miss Young: I think definitely, yes.

Mr. Glick: Thank you.

I have no further questions, Mr. Chairman.

Chairman Flemming: A am very much interested in the testimony that has been given. I didn't realize when I came out here that there might be a relationship between some of the issues we are looking at and our hearing at the location of the Mint. But I have noted a column in the Post by Mr. Art Branscomb where he indicates that he feels that some people ought to think about a possible relationship. I am particularly interested in his characterization of the community in which he is a citizen and a member. He refers to Park Hill as the "largest stably integrated black and white community in the nation and one of the very few of any size that is really racially stable."

He goes on to say, "It took one hell of a ten-year long fight to achieve that rare status. I know. I am pround to have been among the people who prove that in Denver, at least, you could create an integrated community that could survive.

"It seems to me," he said, "that the nation needs more communities like that and that the Federal Government, if its right hand had the slightest idea what its left hand was doing, would want to use the Mint location as a bit of insurance that the Park Hill community remains an example to others."

Obviously, now, I am not going to get down into the middle of that particular issue and state any conclusion on my part relative to the relationship that has been indicated in this column.

I am moved, however, I think, to write a letter at least to find out whether this factor has been or is being taken into consideration, but I was particularly interested in this very brief but it seems to me very meaningful description of the community of which you are a part. It leads me to ask this question.

As you have worked on the problems that confront the Park Hill Elementary School, have you been invited to share the experiences of the Park Hill School over a period of time with other parts of other sections of this community, other schools within the community?

I recognize that the court order has brought some changes, but it has not changed the basic fact that you have been a part of an integrated community and an integrated school.

Consequently lessons, I am sure, have been learned, that if transmitted to others would prove to be very helpful to them. In other words, they wouldn't have to reinvent the wheel so to speak in light of the experiences that you have had. I am just wondering and I will address this to the members of the panel, whether any of you are aware of any effort to draw on your experiences in terms of having them shared with other parts of the city which for the first time are dealing with integrated situations?

Are you aware of any? I just address it to any member of the panel.

Mr. Daniels: Maybe Mrs. McClain would be in a better position to answer that question but I would say that even before having come to Park Hill that I recognize and I think a lot of principals in Denver recognize that Park Hill could be the measuring stick for the kind of parental involvement that could happen in schools all around the city.

And the former principals had appeared at many principals' meetings to tell us of the kinds of things that were happening there and the positive feeling she had from the people in the community and the kind of input she got from those people. To that degree it has been a measuring stick for the rest of the community.

Chairman Flemming: Thank you.

Mrs. McClain?

Mrs. McClain: I can't think of specifically any times when the parent group has been asked to share any information.

We have had requests from individual schools about our organizational structure and that kind of thing.

Chairman Flemming: You haven't been asked to go to a meeting of another Parent-Teacher Association in another part of the city that for the first time is dealing with the issue of integration for the purpose of sharing with them your experiences, your observations and so on?

Mrs. McClain: Not that I am aware of, although it might have happened.

Chairman Flemming: Just offhand it seems to me that there is an opportunity here that the rest of the community should take advantage of because this is not something new. It is something that you have been working with, although there are new manifestations of it.

Mr. Daniels, you gave some figures as to the composition of the staff.

Are you satisfied with the distribution as you find it as you come into the school?

Mr. Daniels: That is a good question. I am satisfied. I need to say this in all candor. I am satisfied with good teachers, no matter who they are and to what ethnic group they belong. To me it doesn't necessarily mean that a teacher has to be of the same ethnic group as a child to provide the kind of education for the child that we think he ought to have. I am satisified with the quality and caliber and dedication and commitment of the teachers we have in Park Hill at this time.

Chairman Flemming: You know the community obviously far better than I do, I mean the setting.

Do you think it reflects the results of a vigorous and effective and meaningful affirmative action program?

Mr. Daniels: Yes, I do.

Chairman Flemming: As I say, none of us can just take a look at figures and arrive at conclusions. We have to understand the community and what available personnel may be and so on.

Mr. Daniels: I might add to be totally honest, I think while I do have some concerns about the kind of involvement that we get with the various ethnic groups just in terms of the community itself, otherwise my answer stands the way I gave it.

Chairman Flemming: All right.

You have heard, I think, probably some of the discussions we have had with some of the high school teachers and administrators and students about whether or not emphasis has been put on relating the court order to a very fundamental and basic constitutional issue. I would like to ask whether those on the panel have participated in such meetings, but I would also like to ask whether any effort is made in connection with the teaching program to relate what has been taking place in Denver to the Fourteenth Amendment to the Constitution and how the two are related.

I appreciate you normally don't put the same emphasis on current issues and development as you would a junior or senior high but I am a great believer in the fact that those at the elementary level can understand and comprehend the significance of an issue at this time.

I am just wondering whether there has been any activity along this line taking place in your school.

Mr. Daniels: Well, I appreciate your appreciation of the fact that we are an elementary school. Since we are having some difficulty as some of the other panel members have expressed really understanding it ourselves, then that difficulty manifests itself if we try to get it to kids. We are more concerned at the elementary level as I mentioned earlier with the kind of positive interaction we can get with kids.

When I was formerly principal of another school where we have what we call the pairing process.

I am sure you are familiar with it. When it was decided we were going to be paired with a school from another part of town, we were concerned with the quality of education we were providing to the kids we currently had, and what kind of changes, if any, we would have to make with the kids coming to us for the first time.

We met during the summer with some teachers just to talk about that. Do you sit a black kid beside a white kid just for the purposes of integration? Do you try to decide whether that kid ought to be friendly with somebody else just because he is of a different ethnic group?

We decided those were not the kinds of ways we wanted to deal with kids. I am trying to relate that to what you're saying in terms of the constitutional issue. We did it in that way, is the point I am trying to make.

Chairman Flemming: Would any of the others like to comment on that?

Miss Young: Yes, I think you do have to deal directly with the issue with children when they are being moved from one area to another. As one of the other panelist said I think initially the child's response is a personal one, "Why me?" kind of thing, so and so. I think we don't always do the kind of job with kids in the room that we ought to because it is an emotional issue and it is not the kind of discussion that is always in control.

I think more and more as we have gone into the integration thing children and teachers are more comfortable with the issue and we have been able to discuss more of the constitutional part of it, not in the, you know, sense of the law, but in just the rights and respect for other human beings. I think that would be more what we are dealing with at the elementary level.

Chairman Flemming: All right.

Mr. Tassian: I would like to comment a little bit further. I teach sixth grade, which in elementary that is the top of the line. So, we figure they will be more in contact with what is going on in the community, in the state and also national wide. We keep a current events bulletin board. Every week we change it so the issues that do come up, we treat it or else I treat it in respect to their general experiences, not to give them a lot of rhetoric or book work, but actually find out how they feel about the issue, and then work from that point on. We as teachers we have had a lot of extra training so that we can be more aware of where we are coming from.

And not to be into a kind of a glass bowl and saying, "Everything is okay from where I am at, and you take care of your own problems."

Chairman Flemming: Thank you, I appreciate it.

Mrs. McClain: I don't have anything to add except I think in the parent group the emphasis for many years has been to make integration or desegregation a positive experience. That has been the focus of this group, what we have strived for. We have not addressed the constitutional issue as much as from the human relations.

Chairman Flemming: Well, I have asked the question of a number of panels because personally, and I think my colleagues share this view, I think we are, as a nation, at a cross roads in terms of demonstrating whether or not it is possible for us to take constitutional rights and implement them.

It seems to me the Bicentennial year is a particularly appropriate year to look at it from this point of view. But I have also raised the question because some years ago a very prominent political leader in this country whom I will not name, he is now dead, was engaged in a very vigorous political campaign. I happened to be with him about a week before the election. He was explaining to me that during that week he had addressed the student bodies at seven junior and senior high schools.

So I said to him, "Why in the last days of a campaign do you spend that much time talking to audiences made up of persons who cannot vote?"

And he said, "The answer is very simple." He said, "They do go home, they sit down at the dinner table, and the discussion that takes place at the dinner table can have quite an impact on the thinking of those who do vote."

We have been talking about continuing education and so on. I believe that children, young people do participate in the continuing education of their parents. It seems to me that if they bring back out of the classroom some significant thoughts related to the Constitution of the United States, it may make others stop and think about it.

Mr. Daniels: Your point is well taken.

Chairman Flemming: Commissioner Ruiz?

Commissioner Ruiz: I am inclined to believe that the hearings we have been having here in the last two or three days have served as a basis for cross-fertilization of ideas to those teachers and students who have attended these sessions, and would that this experience that I have been having and that we have been having as Commissioners and those that have attended here might germinate into some sort of a follow-through because the experience has been interesting.

Mrs. McClain, I am interested in that after-school enrichment program that you have. It excites me. How many Park Hill students attend?

MRS. McCLAIN: In the session that is currently going on, we have 300 students.

CHAIRMAN FLEMMING: That is 300 out of?

MRS. McCLAIN: 820.

COMMISSIONER RUIZ: How was that originally set up?

MRS. McCLAIN: I am trying to remember. It's been going on for three or four years now.

COMMISSIONER RUIZ: You can remember back four years.

MRS. McCLAIN: Right. I think just as an effort from the parent group to extend the experiences that the children could have at the school. In a large school such as ours, children a lot of times, if they get in a different section from their friends, they don't have a lot of chance to interact across grade levels, across section levels. That was one reason.

Another was just to offer more experiences to our children, enrichment type experiences.

COMMISSIONER RUIZ: You have had a lot of parental involvement, haven't you?

MRS. McCLAIN: A great deal.

COMMISSIONER RUIZ: As a matter of fact parents have been teaching, haven't they?

MRS. McCLAIN: Yes.

COMMISSIONER RUIZ: What courses have parents been teaching?

MRS. McCLAIN: That depends. We offer a variety of things. A lot of arts, drama, pottery, dance parents teach a lot of those classes. Then we also get people from outside our community to come in. We have classes on weather and things like that.

CHAIRMAN FLEMMING: Could I interrupt and ask whether or not you have used any grandparents as teachers?

MRS. McCLAIN: We are working on that.

CHAIRMAN FLEMMING: Okay.

Please do, because they can make real contributions.

MRS. McCLAIN: Right. That is a new focus we are just beginning to develop.

COMMISSIONER RUIZ: Our Chairman has an interest in this because he is Chairman of the National Commission on Aging, and so that is probably one of the reasons he wanted to find out.

MRS. McCLAIN: That is a resource we have not tapped and we have plans right now. We are going to have a coffee and invite some of our older citizens to the school and hope we can open some doors and build some bridges and maybe get some of them into our school.

CHAIRMAN FLEMMING: May I say it is a resource that generally our nation has not tapped. There are experiences taking place now in various parts of the country where older persons, grandparents, are being utilized as teacher aides and in connection with other programs. The results are very exciting.

Commissioner Ruiz: When do you do this? In the evenings? Afternoons?

Mrs. McClain: Right after school, for an hour.

Commissioner Ruiz: How much does it cost?

Mrs. McClain: I believe this year it is $2 or $2.50 per student per class, but we have a lot of scholarship money so that any student can take the classes whether or not he has the funds.

Commissioner Ruiz: How much do you pay the teachers?

Mrs. McClain: It depends on what they charge. $7 an hour, I think, is probably the tops.

Commissioner Ruiz: For a whole class? The teacher teaches the whole class for $7 an hour, is that it?

Mrs. McClain: Right. The sessions last for six weeks. We run three sessions a year. The offerings are varied each time. They are divided by grade level. There are some classes for the little ones and others for the older children.

Commissioner Ruiz: Are there any similar operations in any other elementary schools going on that you know of?

Mrs. McClain: Not that I know of.

Chairman Flemming: If I could interrupt again, is there a document describing this program that could be made available to us which we can insert in the record of this hearing?

Mr. Daniels: Yes, I can get that to you. I don't have it with me but I can get it to you.

Chairman Flemming: Without objection, when that comes to us we will enter it in the record at this point as Exhibit No. 32.

[The document referred to was marked Exhibit No. 32 for identification and received in evidence.]

Commissioner Ruiz: We had a panel of news people here earlier today, and television people. You might have been here. An attempt was made to elicit the basis of what was newsworthy. Our Chairman has made reference with relation to your district in connection with the Mint. So, apparently you people are newsworthy.

Now, how can you capitalize on that and give some of these experiences to other elementary schools? I have never heard of such a thing before.

Mr. Daniels: In fairness to some of the other elementary schools some of them do have similar enrichment programs. They have what they call "electives." In other words, kids can take different kinds of things, just the same things as we are offering as after school enrichment. Those kids can do macrame, they can do different types of art work and that type of thing.

Commissioner Ruiz: I was wondering, do they likewise have the parental involvement that you have, or is this more formal that you have made reference to? I don't want you to brag or anything.

Mr. Daniels: That's what I am trying to keep from doing because some of my fellow principals are here.

Commissioner Ruiz: I want you to be as humble as you can.

Mr. Daniels: I will try to humble, but it is very hard.

Chairman Flemming: Commissioner Ruiz, some of the witnesses coming a little later probably could shed some additional light on this.

Commissioner Ruiz: Thank you.

No further questions.

Chairman Flemming: Mr. Glick?

Mr. Glick: Mrs. McClain, you mentioned earlier in your testimony that the parent group of Park Hill had dropped out of the PTA organization and formed an organization separate from that.

Can you give me an idea of why that was done, what was the motivation for that?

Mrs. McClain: Several reasons. I think our main objection was we didn't like paying PTA dues. We felt we got very little in return for that and it was our feeling that some parents were put off by the name PTA or that that was one reason we weren't getting the parent involvement that we wanted. We wanted a membership that was open to everybody. If you live in Park Hill you are a member of PHESA.

We have no dues or any membership structure. It is an organization for the people who live around Park Hill School. There was also some feeling that from a human relations aspect, they were coming to areas that we had been through before. I don't know. We just felt we didn't find much that was relevant for us in the PTA as it was set up then. We felt we would rather just go on our own.

Mr. Glick: Is there a difference now between the way the Park Hill Association now works as when it was a PTA, any differences in its activities or relationships to the community?

Mrs. McClain: That is a question we ask a lot. We wonder if we are just another name for PTA, and in a lot of ways we are. I think any parent group at Park Hill, whatever its label, would have had the same kind of emphasis that we have. We have different setups. We have on our board members from the community-at-large and from other institutions in the community, the pre-schools and that kind of thing.

So, that we do try to involve a broader spectrum.

Mr. Glick: Thank you.

Chairman Flemming: We appreciate your giving us this introduction to Park Hill. What is happening in the community as well as what is happening in the school of which all of you are associated. I think you are having some very exciting experiences. We will look forward to keeping in touch with them.

Thank you.

(Witnesses excused.)

Chairman Flemming: Counsel will call the next witness.

Mr. Glick: Mr. Chairman, the next witnesses are parents of children who are enrolled in the schools in the City of Denver. They are Mrs. Dorothy Valuck, Mr. Harvey Swann, Ms. Stella Casias, and Mr. Melvin Norton.

Chairman Flemming: Raise your right hands, please.

[Whereupon, Mrs. Dorothy Valuck, Mr. Harvey Swann, Ms. Stella Casias, and Mr. Melvin Norton were sworn by Chairman Flemming.]

TESTIMONY OF DOROTHY VALUCK, HARVEY SWANN, STELLA CASIAS, AND MELVIN NORTON, PARENTS OF ELEMENTARY SCHOOL CHILDREN.

Mr. Glick: Will you each please identify yourself for the record by name, address, and occupation. Will you mention the name of the elementary school which your children attend.

Mrs. Valuck: My name is Dorothy Valuck; I live at 800 Hudson Street. I have two children at Palmer Elementary, and I have two other children who have graduated from the Denver Public Schools.

Mr. Swann: I'm Harry Swann; I live at 2600 Grape Street. I have one daughter at Steck Elementary, and one at Smiley Junior High. I'm also a school monitor.

Ms. Casias: I am Stella Casias; I live at 3245 Williams Street. I have two children at Kaiser, a daughter at Manual, and two at Cole.

Mr. Norton: My name is Melvin Norton; I live at 2101 East 21st Avenue. I have a son at Stevens Elementary School. I'm a Denver District Court Probation Officer.

Mr. Glick: I'd like to begin with Mr. Swann, if I may. Mr. Swann, when was the first experience that your children had with school busing?

Mr. Swann: Well, sir, it started initially in North Carolina. However, since having come to Colorado in 1971 was the first experience here.

Mr. Glick: Were they bused because of desire for school integration, or was it simply because they needed transportation?

Mr. Swann: Simply because of the need for transportation.

Mr. Glick: Are they still being bused because of the court order?

Mr. Swann: Yes, sir. I have one who is going to Steck; he's being bused there.

Mr. Glick: Is that a long bus ride?

Mr. Swann: No, sir. I think maybe it's 20 minutes or so.

Mr. Glick: How do you—what do you think of the elementary schools that your children go to; are you satisfied with them?

Mr. Swann: I'm very satisfied with the type of education they're getting, yes, sir.

Mr. Glick: They are at integrated schools, your children?

Mr. Swann: Yes, sir, they are.

Mr. Glick: Do you think that's a good experience for them?

Mr. Swann: I most certainly do.

Mr. Glick: In what way?

Mr. Swann: Not only from the standpoint of learning the basic skills, but simply from the association with mixing of the races.

Mr. Glick: Do you think that is beneficial to a child?

Mr. Swann: Of course.

Mr. Glick: Thank you.

Mrs. Casias, are your children transported to school by bus?

Ms. Casias: Yes, two of them are. The ones that go to Kaiser.

Mr. Glick: Is it a long bus ride?

Ms. Casias: Definitely. From one side of town all the way to the other.

Mr. Glick: How long a ride is it?

Ms. Casias: I'd say about 15 miles, 20 miles, something like that.

Mr. Glick: So that's a half hour ride?

Ms. Casias: Yes.

Mr. Glick: Do you think that has any harmful effect on your children?

Ms. Casias: No. No, I don't think it has.

Mr. Glick: What do you think of the Kaiser School where your children go?

Ms. Casias: I like it. They like it. That's the main point; they like it.

Mr. Glick: Do you think they're getting a good education?

Ms. Casias: Definitely.

Mr. Glick: Is there a good or strong racial and ethnic mix in student population there?

Ms. Casias: Yes, I'd say there is.

Mr. Glick: Do they have any bilingual-bicultural education program at Kaiser?

Ms. Casias: I don't know. I don't think they do. I'm not sure of that.

Mr. Glick: Would you like your children to have that kind of experience?

Ms. Casias: Yes, I would.

Mr. Glick: What would you want that kind of program to consist of?

Ms. Casias: Well, the fact that they learn how to speak a different language even their own, that they don't get in their home.

Mr. Glick: Is Spanish spoken in your home?

Ms. Casias: No, we never spoke it too much. The fact is they never learned it at home, and they should have.

Mr. Glick: Thank you.

Mr. Norton, your children go to Morey Junior High School and Stevens Elementary.

Mr. Norton: Yes. I have one son that goes to Stevens Elementary School, and I have a son and a daughter that goes to Morey Junior High School and I have a son that goes to East High School.

Mr. Glick: Before your children went to the school they're going to now, were they in integrated schools?

Mr. Norton: One of them was going to Wyman Elementary School. That was an integrated school before; that is, that was before the court order. Another was going to Wyatt Elementary School that was basically all black kids over there; Spanish American also. But before the court order they was going to—

Mr. Glick: Mr. Norton, excuse me, could you pull the microphone over closer to you?

Mr. Norton: They was going to basically all black school, more or less, the Chicanos and blacks at Wyatt Elementary School. Then we moved. And now we are going—My youngest son is going to Stevens Elementary School which is the school where he's bused.

Mr. Glick: Is that an integrated school?

Mr. Norton: Yes.

Mr. Glick: How long of a bus ride is that?

Mr. Norton: Oh, that's maybe about 15 minutes at the most, because you have to pick up the other students.

Mr. Glick: When your child was transferred to Stevens School, not transferred, it was because of your moving your household?

Mr. Norton: No. Really it was because of the fact that it was a school order. He was going to Wyman Elementary School and they rebuilt that school. Now, due to the fact that we are black, he was bused to Stevens Elementary School. That's in a different neighborhood altogether. And that was due to court order.

Mr. Glick: So he was transferred because of the court order.

Mr. Norton: That's correct.

Mr. Glick: And Stevens is an integrated school; is that correct?

Mr. Norton: That's correct, now it is, by court order.

Mr. Glick: That same child went to a school that was previously all black—

Mr. Norton: Basically.

Mr. Glick: Black and Chicano, but now he's going to an integrated school. Do you see any difference in the education offered to the child?

Mr. Norton: I'm kind of of the opinion that perhaps so. I think he has some frustration about it. I have, too. Due to the fact that, well, he goes to school, and he had to come right back home naturally, but the educational part of it, it's—What my frustration about the educational instruction in the school is, I don't think he's getting the basic ideas of what I think he should be learning.

I vent my frustration about—I think they should have some men teachers in the schools. There are no men teachers. Just an elementary teacher who comes in and teaches music about once a week, and he goes to another school. And there's no identification there in this respect.

That is the one frustration I have, the frustration about the difference between the other school he attended before he was bused out. It's difficult to measure. I don't see, from my own observation to my son, he's getting his fair share of the educational structure at Stevens.

Mr. Glick: Do you think that it's beneficial to the child to be in an integrated situation in school?

Mr. Norton: Oh, definitely, sure. I agree with that. But I just feel that the—He has to put forth some kind of motivation himself. Then I think it's a reflection against me, but I feel that with a little innovative kind of ideas from the school part of it, I think the busing—It's a good thing, from the social aspect of it. They mingle with the other students he wouldn't normally see if he still went to school in his own neighborhood. That's a change.

But I think—Of course, homework has been felt in my household with him going to the integrated school now, going through the bus program. But I still have the contention that I have been venting my ideas about—I think the kid would learn more, in my opinion, if they did have some more men in the class, in the classrooms. That's really what I'm really trying to stress, due to the fact that they don't have it in school. The principal of the school, he's a man.

Mr. Glick: And the whole faculty of the school is female.

Mr. Norton: Yes, except what we call an instrumental teacher. They come in in one school and stay 30 minutes a day, a week, then go to another school.

Mr. Glick: And you feel the children would benefit by some male image?

Mr. Norton: Oh, definitely. That's my philosophy. That's my theory. I don't know whether it would work or not, but in my opinion I think that it would.

Mr. Glick: Did the school make any outreach efforts to you and your family when your children were transferred to Stevens? Was there any contact established?

Mr. Norton: Yes, there was. I was very surprised to see this done. On a Saturday morning, the doorbell rang, a parent came to my house, said she was from Stevens School and said, "I understand you are going to be bused in September." She wanted to give me some information as to what it takes, you know, to kind of get involved in the PTA, involved in the school functions and activities, and also what they could do to help us. And I was quite surprised about this.

And they made one visit to my home, I think, during one Saturday, before school, during the summer months. We knew he was going to be bused out. So we went over there, the faculty and—well, some of the faculty was transferred over there, too.

But I was talking about some of the people who was on the PTA and some of the parents that were involved in school. They came over to my house. They left some literature, and they left some phone numbers for me to call, if I needed some help. And when we got there, they had tea, coffee, cookies, and I was kind of impressed about that.

When I first got there, there was no men. Before I got there, they had a woman principal, and I couldn't understand that. But the education part of it was, I think, could stand some improvement over there.

MR. GLICK: Have you been active in the PTA at Stevens?

MR. NORTON: Yes, I've been active.

MR. GLICK: What kind of activity is undertaken, specifically with relation to the children, parents who are being bused into Stevens?

MR. NORTON: Well, they had, as I said, a tea at the school, and they had some activities during the night. They had open house that year. And they tried to make us feel welcome, of course, and they were trying to get a bus even to bus the students in at night meetings, and that was kind of a unique thing. That happened at the junior high school, too.

MR. GLICK: Thank you.

Mrs. Valuck, you have had children go through the Denver Public Schools, and you now have a child in Palmer Elementary. Have you seen any change in the educational system in Denver while your children have been going through?

MRS. VALUCK: I think my children have been back and forth through the Denver Public Schools. When we first moved to Park Hill and my children were enrolled at Steadman, and at that time it was just the beginning of black families being allowed to move into Park Hill. And when I say "allowed," I find in the time that I have been down here that no one has mentioned the real estate industry and they're a strong influence in the segregation of cities.

But anyhow, my children went to Steadman, and there were black families in the Steadman district, and we knew that and moved into that district because of that. And over a period of years, the school went from what—maybe 10 percent minority to—When we moved in 1963, when our third child was born, we moved about 10 blocks down the street. Steadman was almost virtually a black school. And I had a first grader, and we moved in the middle of the year. And I put him in Phillips School, which was sort of going through the same process that Steadman had gone through before.

And the teacher called me and said where had I had this child, this first grader. And we had only moved about ten blocks. And I said, "Well, he had been at Steadman."

I had always been very proud of Steadman. Many, many good things had gone on there. Jim Daniels was my one son's French teacher, who was on the panel just before me. And I said, "Well, he had been at Steadman."

And she said, "Well, he tests as a very bright child, but he's three readers behind our children in the first grade." And I was really astounded by that, because I have had an education and have been a teacher, not for a long, long time. And my husband is a well-educated man. And we thought we had been involved in the school, and we had visited the school and been involved in the PTA, and I was totally unaware that that was going on in that classroom.

I guess up until that time I had always believed that it didn't really make any difference if a school was all black, and I had the only white child in it, as long as the teachers cared and the parents cared, everything would be okay.

And it was really brought home to me that that just wasn't going to work. So I became involved in the school integration, I guess you would call it, the movement in Park Hill, which is really all we had in mind to start with was that they not allow the elementary school in Park Hill to become segregated.

And we went through various ways of going to the school board and making up plans and trying to devise parent involvement. Philips At one time there were 80 parents that were giving time, either weekly or every other week, to help with programs at Phillips.

Mr. Glick: That's an elementary school in Park Hill?

Mrs. Valuck: That's an elementary school in Park Hill. Another one where all the children also walk to the school. And it's a naturally integrated school.

But we could see that school-by-school the same thing was happening. And there was always a trend that the first thing—the thing that really got me, I think, most was they moved the principal, and they brought in—it had been a woman at Steadman, and they brought in a man, and he was a very heavy disciplinarian. And he was, I think, meant to control those black kids who didn't know how to behave.

And when I went to Phillips, the same principal who had been at Steadman was at Phillips. And then the same process occurred. As the school became more minority, they moved her again, and we got another male principal who was a very heavy disciplinarian.

And this happened in not only those two schools, but the other schools in Park Hill as well.

Mr. Glick: Mrs. Valuck, you have been obviously involved in the ongoing desegregation process in Denver for many, many years, and I wonder if you would tell us what kind of activities have you seen the Board of Education undertake to make this process a smooth—I don't mean the Board of Education. I mean the school administration. Before the court order and after. There were some changes before the court order. But both before and after.

Mrs. Valuck: Well, I think it's been mostly in spite of and very little because of. It seems to me that there have been cases of principals who have really tried very, very hard to maintain standards in a school, and have not gotten the support from downtown or have been, you know, things would happen.

Like we would go to the school and say to the principal, "How many black students are in this school?" And the principal would say, "Oh, I don't know." And that's not hard to figure out.

And, you know, we weren't doing it because we wanted to categorize anybody, but merely because we wanted to be sure that we didn't resegregate another school.

So, if you have a principal who believes that integration will work, it really is amazing how well it can work. And the teachers seem to respond a great deal to that.

And also in Park Hill, the neighborhood believes that it will work and that it should work and that it has to work.

MR. GLICK: Have you seen activities the parents have undertaken in orgnaizational groups or as individuals to help in this process?

MRS. VALUCK: Well, I think you have heard about PLUS, and there was a group before that was called Citizens for One Community, who tried to get people together from all over the city and would try to bring to them the importance of integration. Before there was any lawsuit or anything like that.

Because it seems to many of us that if we didn't do this on our own, then, of course, we would have to go to court, and it would be better if we could do it because we really wanted to, in the spirit that it was the American way.

But not being successful, then, of course, it ended up in court.

MR. GLICK: Were you involved in the Lawsuit at all?

MRS. VALUCK: I helped with—well, I helped raise money, and I helped—I did give testimony. I drove the bus routes, and found out how much each bus route was and how many miles, and I gave testimony. And I also did some research, just very general research.

MR. GLICK: I know you put a lot into the Keyes case. Do you think what's finally come out of it has made it worthwhile? Do you think there is an improvement educational opportunity for the children of Denver?

MRS. VALUCK: Yes it's a very bad plan. I think with the part-time pairing it's just amazing that it has worked as well as it has. And the fact that we started in the junior highs and that we didn't have any more problems—we had problems, but that we didn't have and more than we did.

It seems like it's almost a miracle, because that age is difficult, if you have one of them, and any more than that, it really, you know, just complicates the problems.

And considering the plan and considering that I don't think—I don't think it's a well thought out plan educationally. I think it's going amazingly well. And I do think there are increased opportunities for children, because there are the affluent society, be it Anglo or black or Chicano, when they become involved in a school, they just won't put up with anything less than the best for their children, or they will see to it or try to see to it that it comes about.

MR. GLICK: So you think that when there is an ethnic and a racial mix in the school, the chances are that the parents are going to put pressure on the administration and on the school itself to improve whatever is lacking in it?

Mrs. Valuck: Absolutely.

Mr. Glick: Thank you.

I have no further questions, Mr. Chairman.

Chairman Flemming: I'd like to address this question to each member of the panel: If the school with which you are associated at the present time was a segregated school prior to the court order, and if it is now a desegregated school, have you seen any evidence of additional resources being made available to the school since desegregation?

When I use the word "resources," I'm using it in a broad sense; that can be equipment, can be supplies, can be additional personnel, and so on.

Mrs. Valuck: I'll be glad to.

First, at Smiley, I was there when it was desegregated and I certainly saw a great deal of resources being brought to bear when the first bus load of Anglo children arrived. And it continued to happen. At Phillips, through a variety of things, it is now a school that has been a multi-age primary. [It has] a lot of individualized instruction.

That's where my children were last year, and I really am more familiar with that. Most of that was due to parent pressure wanting alternatives within the school for our children.

Some children need an open room; some children need a self-contained room. And these things became available. I'm not sure that at Phillips it was because of the desegregation order, because that school is a naturally integrated school. It was more, I think, parent pressure and a principal who is just magnificent.

Mr. Swann: Since 1974—75 school year is when my daughter, both of my daughters started going to Steck Elementary School. Up until that time if there were any integration going on, it was relatively small.

I became involved when my daughters, of course, started school there, PTA and otherwise. And through working with the PTA, talking to the principals and faculty, and so forth, I could see that there were major changes to be made, because there were questions they didn't answer to parental input, and of course, the textbooks and so forth all these things came into play.

So, yes, the resources I would suggest has been expanded to incorporate the necessary things to carry out the full educational process for minorities as well.

Chairman Flemming: In other words, there has been a response to the pressure?

Mr. Swann: Yes.

Ms. Casias: Yes, the music in itself, the kids were never allowed to bring home an instrument—well, before they went to Kaiser, and the other children that I had, well, they went to Mitchell before, and they never brought home an instrument.

If they wanted to play something, we would either have to buy or rent it. Now, they are allowed to bring home an instrument, take care of it during the summer, go to summer school and keep the instrument all the time that they want to play. And I'd say everything is changed for the best.

Mr. Norton: Well, as far as Stevens is concerned, I wasn't there in previous years, and I don't think I'm in a position to make quite a valid answer to your question.

But as of the court order and the resources which the school is undergoing at Stevens now, I assume that some of the resource material, like they're reading books, things of this nature, is quite prevalent going on.

I understand they have some new books supposedly coming in also. But that would be my only answer to that question.

Chairman Flemming: Thank you very much.

Commissioner Rankin?

Commissioner Rankin: I ate a sandwich a few minutes ago with a principal of a high school here in Denver, and I asked her about attitudes. This person maintained that the situation as far as that busing was concerned was so much better, that schools were integrated and things were running so much better.

And I says, "Has it changed attitudes of people for or against busing?" And the person held up fingers and said, "Just about that much. The attitude of Denver is: Don't confuse me with facts; my mind is made up."

Is that fair or is that unfair?

Mr. Swann: You are asking for an opinion here, so I'll give you mine.

Commissioner Rankin: That's correct.

Mr. Swann: I will have to say that busing with it's evils—and we have to accept the fact that it would be real good, if any community had a school that the children could walk to and have all of the convenience of the neighborhood, integration totally, there would be no problems.

Similarly what was brought out of the Park Hill discussion earlier. That would be ideal, it would be beautiful. But unfortunately, I wouldn't necessarily say unfortunately, but the fact is it doesn't work that way.

So we have a necessary evil to combat an even worse evil, in my opinion, and that is to have children going from one neighborhood to the other.

Commissioner Rankin: I noticed you are also from North Carolina; right?

Mr. Swann: That is correct.

Commissioner Rankin: Was this before integration of schools in North Carolina?

Mr. Swann: No, it wasn't. In fact, the time that my first child started school, she was going to an integrated kindergarten and subsequently to elementary school.

Commissioner Rankin: Whereabouts?

Mr. Swann: In the Orange County near the Chapel Hill area. So busing was nothing new.

Chairman Flemming: Mr. Rankin is from Durham.

Mr. Swann: I gather he's somewhere close by. But, nevertheless, to complete what I was saying, busing is not necessarily anything new. In fact, it came along when I was in school. It was a blessing in disguise, because I didn't have as far to walk.

So, in coming here and finding that my children would not necessarily go to the school next to my home which was at Hallitt, 2900 Jasmine, and from Grape Street where I live, they were to be bused to Johnson Elementary School, which of course is somewhat southwest of here. That was much further.

To me, my first concern was the school itself, facilities, et cetera, et cetera. And I found out as a concerned parent. And I was impressed. For once I got to know a portion of the faculty and some of the parents in that particular community. And involving as much as I could with the school, I found that there was no problem for my children to relate or assimilate within the school system.

In fact, they did very, very well. They did experience a short period of lapse when they were transferred from Johnson after the court order and they were assigned to Steck. There was a momentary lapse there, but it was only just long enough for them to make the acquaintances and fall within the—(and) get comfortable and of course they fared very well since then. That's my answer to your question.

Commissioner Rankin: Mrs. Valuck?

Mrs. Valuck: I believe, first of all, if we change behavior that then we will begin to change attitudes. But I don't think there has been any great overwhelming change of adults.

I think there have been an awful lot of people who have been unwilling to allow their children to suffer violence or any long-term ill effects, so that we have put themselves into the program in order that their children will, now, get the best benefits they can.

And I think there have been maybe a few people, I hope so, but I know that we have really been very fortunate in the participation of parents all over the city, not just one part. And I think maybe some people have found out that it isn't nearly as bad as they thought it was going to be. Really, it's pretty good.

Commissioner Rankin: You also opened up a door when you mentioned housing. Would you get rid of half of busing, if we had open housing; is that your opinion?

Mrs. Valuck: Well, Colorado has had the Fair Housing Law longer than any state in the Union, I think, and the strongest one.

Commissioner Rankin: That's on the books.

Mrs. Valuck: Right. But we still, you know, today in Montbello are suffering under the unscrupulous attacks of the real estate industry on people who are trying to live in an interracial neighborhood and are being—their doors are being knocked upon and said, "If you don't sell now, guess what's going to happen to you."

And Montbello is trying to fight that. You know, Montbello is part of Denver, but it's almost like it isn't. It's separated by the Highway and the airport.

And they are presently undergoing the same things that have gone on in Park Hill, all of the neighborhoods that I'm aware of that are interracial neighborhoods. And they are trying to fight it. But it's really very difficult. That's a very unresponsive industry.

Commissioner Rankin: Thank you.

Chairman Flemming: Commissioner Ruiz, do you have any?

Commissioner Ruiz: Yes, I do.

Mrs. Valuck, I understand that a large number of older people with no school age children live in the area of Palmer School.

Mrs. Valuck: Yes.

Commissioner Ruiz: Now, undoubtedly many of these older persons have skills which if were recognized and recruited, perhaps an enrichment program such as exists at Park Hill could get underway at Palmer Elementary.

Do you believe that some sort of an Affirmative Action Program to enlist older people, enrichment programs—you know, some of these older people might have more money than some of you younger people and could be used?

What do you think of the thought?

Mrs. Valuck: I think that's very exciting. I have been very excited about the lunch program that they have started in Denver. I think it—started maybe in Littleton where the senior citizens can come in and eat lunch for a dollar.

Well, of course, the Denver Public Schools, throws away you know—children just eat strangely. So they decided rather than throw all that food away, they would make this available. And I think there are four schools presently from the Denver Public Schools.

But I think there is something really just great about having young children skip a generation and be with older people of that generation, like grandparent age, because so many of us are so mobile, we are not around our own parents. So children to be around grandparent kinds of people would be so good for all children, because I think that age group somehow are more tolerant than the immediate next generation.

Commissioner Ruiz: Well when you go back will you think of the incident. Ms. Casias, did your parents speak Spanish to you?

Ms. Casias: No, not really much.

Commissioner Ruiz: You stated you never spoke or rarely spoke to your children in Spanish. Would you like to see your children get into Spanish classes?

Ms. Casias: Well, I have a daughter now. She goes to Manual, and some of her friends speak Spanish and she has always come back at me and told me it was my fault that she never learned how to speak Spanish, that we should have spoke some Spanish at home.

Commissioner Ruiz: Your children don't have any language problem whatsoever?

Ms. Casias: No, no, definitely not.

Commissioner Ruiz: So a bilingual-bicultural class—bilingual class in the sense of any transition period to learn any English is not necessary in their cases.

Ms. Casias: No. But I have seen some of the younger children at Mitchell, when I take my early childhood son, and they really know no English. So that's where a program like that would really come in handy.

Commissioner Ruiz: Thank you very much.

Chairman Flemming: Commissioner Freeman?

Commissioner Freeman: I was just going to ask Mr. Swann, I believe you are from North Carolina, and I was going to ask you if you are related to the Swanns in the Swann v. Metroburg case?

Mr. Swann: Unfortunately not.

Chairman Flemming: Your testimony certainly demonstrated the very positive significant role of parent organizations that parents play in the life of a community as it comes to grips with this major constitutional and moral issue.

We appreciate your willingness to be involved, and I know you are representing many other people who are likewise equally involved. Thank you so much for sharing your views and your experiences with us.

Counsel will call the next witnesses.

Mr. Glick: Mr. Chairman, the next witnesses are a group of persons associated with Moore Elementary School. They are Albert C. Rehmer, the principal; Ruth C. John, a teacher; James E. Esquibel, a teacher; and Nancy Widman, a parent of a child enrolled in school.

(Whereupon, Albert C. Rehmer, Ruth C. Johns, James E. Esquibel and Nancy Widmann were sworn by Chairman Flemming.)

TESTIMONY OF ALBERT C. REHMER, PRINCIPAL; RUTH C. JOHNS, TEACHER; JAMES E. ESQUIBEL, TEACHER; AND NANCY WIDMANN, PARENT; MOORE SCHOOL

Chairman Flemming: Thank you so much. Happy to have you here.

Ms. Lewis: Would each of you please give your name and address and occupation?

Ms. Johns: Ruth C. Johns, 1280 Lafayette, teacher.

Ms. Widmann: Nancy Widmann, Fifth and Franklin, parent, at Moore school.

Mr. Rehmer: Albert C. Rehmer, 1710 South Kearney, Denver, principal, Moore School.

Mr. Esquibel: Jim Esquibel, 914 East Tenth Avenue, teacher.

Ms. Lewis: Mr. Rehmer, how long have you been in the Denver public school system?

Mr. Rehmer: Twenty-seven years.

Ms. Lewis: How long have you been working at Moore?

Mr. Rehmer: This is my second year.

Ms. Lewis: I understand you were one of a group of principals asked the summer before the desegregation order took effect in September to help out with some preplanning for the process in Denver generally.

Mr. Rehmer: Yes, that is true.

Ms. Lewis: Could you explain a little bit about what that was?

Mr. Rehmer: On two or three occasions in the summer prior to the opening of school—that would have been in July and August—I was asked to come down to the central administration building to think through the process of how we were going to bring this off. It had to do with logistics, the movement of children, preparation in terms of community, reevaluation of materials to be used in schools, these kinds of things.

Ms. Lewis: Was a report written or anything of that sort from that?

Mr. Rehmer: As a result of these meetings, they culminated in directives that went to school principals and staffs.

Ms. Lewis: So, in fact, use was made of those sessions?

Mr. Rehmer: Yes.

Ms. Lewis: Moore is located in what I understand to be a naturally integrated area.

Mr. Rehmer: Yes, that is substantially true.

Ms. Lewis: So that when the court order was announced, how did that affect the population in the Moore Elementary School?

Was there a change as a result of the order?

Mr. Rehmer: I would say not. In my judgment, no.

Ms. Lewis: Its essentially the same as it was. You did not get any new incoming students at the time?

Mr. Rehmer: We got children from the satellite area under the court order plan, of course. There is a natural turnover of youngsters in that area, but other than that, I saw no exodus or incoming—

Ms. Lewis: What students were you getting from the satellite area?

Mr. Rehmer: We were getting 130 youngsters from the satellite area.

Ms. Lewis: What racial group?

Mr. Rehmer: Oh, I would say predominantly black and Hispano youngsters.

Ms. Lewis: Is that satellite area similar in income level to the area that Moore is located in?

Mr. Rehmer: It has some similarities, and there are some major dissimilarities.

Ms. Lewis: What are the dissimilarities?

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Mr. Rehmer: I would say that a part of the district Moore School serves has to do with affluent business people, lawyers, doctors, political leaders in the community, this kind of thing.

Ms. Lewis: And part of it does not?

Mr. Rehmer: Correct.

Ms. Lewis: Is there a housing project?

Mr. Rehmer: No, the satellite area is the housing project that comes in with the 130 youngsters. There are a lot of rooming houses, apartments and high-rises, this type of thing, in the Moore area.

Ms. Lewis: In terms of what Moore then had to do to meet the court order, what kinds of things did you feel were needed? What kinds of changes did you feel had to be made there, if any?

Mr. Rehmer: Well, initially, I think the matter was more easy for us than for a number of the schools, because of the fact that the satellite area, bringing in 130 youngsters, was an eight-minute bus ride. It was co-terminous with the boundary of the district. This made it much easier.

Also, with my coming to the school, the fact that the school had operated under a voluntary open enrollment plan made it easier. Indeed the staff was used to receiving youngsters, more than 100, I understand, from another part of the city.

Ms. Lewis: Did you have or do you have now greater contact with the school community association—I am sorry, the parents' association associated with the schools?

Mr. Rehmer: Probably Mrs. Widmann can speak more easily to this, as she is a parent in the community and very active in the association.

I would want to say, however, that the association is not a PTA group, by the way, but it is a very active group, knowledgeable people willing to put in all kinds of time. So extensive effort went into the preparation for the desegregation order.

Ms. Lewis: Thank you. I will in fact move to Mrs. Widmann.

Mrs. Widmann, how many children do you have in Moore?

Ms. Widmann: Moore, two; fourth-grader and a kindergartener.

Ms. Lewis: You have been involved with the Moore School-Community Association for some time?

Ms. Widmann: Yes, five years; more in the last few years.

Ms. Lewis: How, what kinds of things did the Moore School-Community Association get involved in as a result of this court order, if, in fact, they were new with the court order, or they may not have been, you may have been involved with programs before?

Ms. Widmann: We had been involved in programs before. I think prior to the court order, we had programs you're probably familiar with. Host families and so on for some of the people coming in. We did have bused-in children prior to the court order.

Ms. Lewis: Explain "host family."

Ms. **Widmann**: People in the area immediately around the school, families, would volunteer to be host families for another family coming into the school on a bus. Thereby, you know, they would get acquainted. We don't have that program going now, but there has been a little talk of maybe trying to revive something like that now. That was prior to the court order.

Then when the court order came about, we had a new, a different population, a different part of the city coming to our school on a bus, so we had to kind of start all over again to build some relationships between our community and that community. We did do some things there to try to bridge that gap.

Ms. **Lewis**: Could you give us some idea what those are?

Ms. **Widmann**: Yes. We did things like, well, the spring before the order went into effect, some of our parents went over and visited at Greenlee School, where most of the students were enrolled at the time, the students who were going to come to Moore, and tried to get acquainted with some of the faculty and parents there, just to get a feel for, you know, what kind of a community it was and so on; how could we be helpful and what things could we do to make this go a little bit more smoothly in the fall.

Then, in the fall, we did cooperative things with the principal and staff at the school, the first week especially, making everyone feel comfortable and at home, showing the children around the school and trying to act as hosts and hostesses and welcoming committees and so on, and coffee and so on for parents, and conversation and just relaxing atmosphere, really.

Then, early in September, I believe, early in that year—and we did it again this year, because it was such a success—we sponsored a picnic, which was free to everyone in the community around our school and the bused-in community. But we held the picnic in Lincoln Park. Of course, we had the Lincoln Park housing project children in our school, so this was their neighborhood park, essentially.

We held this picnic; I think we had 300, 300 to 400 people both years. Lots of hot dogs and potato chips and good fun, volley ball and games. It worked out very well, really. I think it was very helpful in making both parts of the communities, both communities feel comfortable with the new arrangements and at ease with each other.

We went on to hold other programs. We have a monthly kind of business meeting, really, for our Moore School-Community Association. I heard your testimony earlier from Park Hill, and we essentially did the same thing for some of the same reasons concerning the PTA, you know, dropping out of PTA several years ago, feeling they weren't serving our needs. We could do more for Moore School if we just concentrated our efforts there.

But we held our monthly meetings and had monthly programs, also, we called them "programs." We've had a variety of things; old-time movie nights. We try to provide buses for the satellite area, and all through last year and this year.

Our most recent program was a fiesta, which we felt would be a good thing for both communities, with Spanish, Hispano dancers and so on, a kind of cultural exchange.

Ms. LEWIS: Do you find you have had good participation from the satellite areas?

Ms. WIDMANN: I'm afraid I can't really report great success there, and I'm very sorry. It's something we really need to work harder on. We haven't got a lot of participation at the business meeting portion of our association.

The programs, however, are well-attended, you know. We do get a good number of parents and families, I think a good proportion of people from our satellite area.

I might say that it's just as difficult to get a lot of cooperation from a lot of the parents even within our own area right around the school, you know how this goes with these parent groups. I think we have a very active and very good parent group, but it's always difficult to get as much cooperation and as much input as you want. We are still working on this.

It's sad to report we don't have as much input as we would like from the satellite area. On the other hand, we haven't felt that there has been any bad feeling, either.

Ms. LEWIS: That's good.

Let me take you back a step, just because I think it's interesting to note that the Moore School-Community Association has been long involved in the whole area of the desegregation situation, because you were originally one of the intervenors in the suit.

Ms. WIDMANN: Exactly.

Ms. LEWIS: Could you give us a little line about that?

Ms. WIDMANN: Yes. I think we have been an active community—I think the people in our community look at our school as, you know, part of that which keeps the inner city hanging in there, you know. I mean, we have got to keep this inner city alive. A lot of the people in our area are very hard at work in many, many ways to keep the inner city vital in Denver.

When one of the plans proposed by the administration was to close Moore School, among others, as part of the compliance; of course this was not accepted, but this was one of the plans. And this is why we intervened in the lawsuit. We stepped forward and said, wait, that is wrong. Closing the school is just exactly the wrong way to handle this whole situation.

So this is the reason for our involvement. Most of the community effort for a couple years was directed solely at keeping Moore School going as a facility, as an elementary school, not even addressing the question of which students should go there, but rather keeping it alive as a vital part of our community.

Ms. Lewis: How would you describe how Moore School looks? I don't mean condition. I'm talking about just the facility.

Ms. Widmann: You don't mean condition, you mean from the outside?

Ms. Lewis: Right.

Ms. Widmann: Oh, that is rather hard to do.

Ms. Lewis: It's extraordinary; that is why I asked you.

Ms. Widmann: Our older building has been designated a landmark, as you may know. That was just last year.

How would I describe it? I sort of think it looks like rather an older building, sort of a Russian Orthodox—it was designed by one of the first architects in Denver, and it was built in the late 1800's, with our newer building built in 1910.

So there have been plans on the books for many, many years to do away with Moore School, at least the buildings as they presently are. But we are very excited right now because—I have to add this—that I—we feel that our inclusion in this six-year capital improvement funds in the Denver public school budget, which just came out this past year, for the next 6 years we are included in this.

We're taking this and we told the school board this at the last meeting, as a promise that we are going to be in existence for another several years, you know. We don't feel now any longer that we are doomed to be torn down, closed, sealed off.

Ms. Lewis: Thank you.

Mrs. Johns, how long have you been in the Denver public school system?

Ms. Johns: I have been in the Denver public school system seven years.

Ms. Lewis: And you have been at Moore since?

Ms. Johns: Five years.

Ms. Lewis: When the court order was announced, although it's been clear that there is a mixed population already at Moore, you apparently were very instrumental in doing some things at the school that would make it easier for the incoming students to adjust.

Could you tell us something about that?

Ms. Johns: Well, I made plans to make the children feel as welcome as possible at the school, so I set up a buddy system, whereas the children who had been attending Moore School would be a buddy, paired with someone from the satellite area. And I felt like this would make them feel more at home.

The students even went further than that, and the parents included. They would invite the kids over to slumber parties. All of this was after school. I would say this was due largely to the parents, because this didn't have anything to do with the regular school day. And so I would say without the parents' cooperation, my buddy system wouldn't have worked as well.

Ms. Lewis: Let me ask you another question about your own classroom.

Have you done any discussing with the students, not necessarily the court order in those terms but in terms of desegregation and what that means to the students?

Ms. Johns: Well, I talk to them about brotherhood. I always read books, you know, where you have children from different races, for instance, Black History Week, I try to introduce them to some of the famous black leaders, past and present. And on Mexican Independence Day, I always talk about some of the leaders.

Many of the Anglo children are not familiar with the black leaders or Hispano leaders, and they become very interested. Some of them have done, you know, further research. So I feel like this makes the students all feel important.

Ms. Lewis: I gather from your own background that you have some very strong views about integration as a way of educating children, and I wonder if you could just give us some idea of why that is so.

Ms. Johns: Yes, I do. I think integration is very good, because I grew up in the South, and throughout my schooling, from primary to high school, I attended segregated schools. I have two younger sisters and a younger brother that went to integrated schools later on. And my two older brothers and I attended segregated schools for 12 years.

If I had wanted to be a nurse or engineer, I would not have been able to do so, not due—it was due to the fact that chemistry was not offered. We did not have any music. If it had not been for my parents' going out on their own, well, I really wouldn't have been prepared. You had to do a lot for yourself.

Ms. Lewis: Thank you.

Mr. Esquibel, same question: How long have you been in the Denver public school system?

Mr. Esquibel: Thirteen years.

Ms. Lewis: You came to Moore under the court order a year and a half ago?

Mr. Esquibel: Right.

Ms. Lewis: Before that, you were at Fairview?

Mr. Esquibel: Fairview Elementary School; yes.

Ms. Lewis: What kind of population does Fairview serve?

Mr. Esquibel: Oh, it was probably around 70 percent Chicano, 20 percent black, the rest Anglo. It is in Las Casitas project, Sun Valley project.

Ms. Lewis: Is that a project that was partially assigned to Moore or not?

Mr. Esquibel: No.

Ms. Lewis: So the children you have now are none of the children you had at the other school.

When you found you were to be transferred under the court order, was that something you felt was a useful thing for you to do, or were you not particularly pleased by that?

Mr. Esquibel: Not particularly pleased by it. To be told by the court that Chicano teachers would have to be dispersed throughout the district simply because we did not have enough in the system, and Chicanos had been fighting the administration for years to hire more Chicano teachers, and they had never done it in great numbers.

So then the judge said, since we are going to bus the Chicano child, he has to have a model. The principal was the one who made the decision. Leave one Hispano teacher in the school; the other ones put in their bids for other schools.

Ms. Lewis: So did you have a voice in that selection of Moore?

Mr. Esquibel: Yes.

Ms. Lewis: So that, initially, were you in favor at all of the court order?

Did you think this was going to be a good idea?

Mr. Esquibel: No, I was not in favor of it at all. I was along the same lines as all the Chicanos in the community, that Chicanos should have this community school concept, that they should stay in their own communities. And they were not the ones who were wanting the busing.

But I must say that after a year at Moore School, I have to change some of those feelings about busing.

Ms. Lewis: Could you explain why?

Mr. Esquibel: Well, I found out that children are children, no matter where you go; that you are going to run into children that have problems, and you are going to run into situations that, through prejudice and through your own feelings about a community, you have to make a complete about-face; because when the organization I belong to, Congress of Hispanic Educators, intervened, then the Moore community group came in as a friend of the court. Somehow I always associated the Moore community group with CANS group, and it was sort of the same line.

And I kept having this eerie feeling that I was on the defensive the first day of school, when I got down there. It didn't take very long, that I must say, that the Moore community group is probably one of the finest community groups that I have ever seen, the way they work.

I believe that desegregation worked through no help of the central administration. I think it's worked because of the children, the parents, and the teachers who have to do with what they had. But I think the children had the biggest part in it, in putting this thing across. It was so apparent to me at Moore School, and I'm sure at other schools.

Ms. Lewis: You teach a particular class at Moore; I'm not quite clear what it is. I know it's called "PPA." I don't know what that stands for.

Mr. Esquibel: That is a Program for Pupil Assistance.

Ms. Lewis: Is that a regular classroom you're in all day long?

Mr. Esquibel: Yes.

Ms. Lewis: What is the function of that?

Mr. Esquibel: Primarily, when PPA started, it was to help the disruptive child in the classroom. Children would be referred to you through staffing, that were having discipline problems, behavioral problems and academic problems.

But, then, since the Denver public schools went into this management-by-objectives, and they had to come out with new objectives, PPA now has as their objectives to raise the reading scores, raise the math scores, and work on attendance, and then the disruptive child comes in after that.

Ms. Lewis: So that you get essentially what is remedial and then disruptive. Is that the way the class works in your school?

Mr. Esquibel: Yes.

Ms. Lewis: Let me ask another question.

In view of your experience at Fairview with the Chicano students there and the Chicano students that you see coming to Moore, is there a difference in the way those children respond to the school situation? Has there been any change, in your view?

Mr. Esquibel: The change that I have seen was alarming to me, was the fact of attendance. That I believe in '74, the attendance was 88 percent at Moore, and this year it's 94 percent, so far. And, compared to children that I taught in the projects, they just would not come to school. School would be across the street, and they would not come.

I was teaching third grade last year, and I have taught third grade until PPA. And to see children show up to school on a winter morning that they had walked a mile just to get to school, because they missed the bus, and this was done repeatedly. These children would miss the bus, and they would still walk to school, and that is crossing quite a few busy intersections.

And then I have worked bus duty after school, and I have the opportunity of watching these children as they get on the bus. It's only an eight-minute ride, true, but I really think they have a good feeling for Moore School. I don't know how long this is going to last, whether this is a new fad, it may last a year or two years and at the end of two years, they will be fed up with it and start causing problems. But right now—I can only speak for elementary school—these children have adjusted to it beautifully, simply because the students who were there before them had made their stay there that much easier.

Ms. Lewis: Thank you very much.

I have no further questions.

Chairman Flemming: Commissioner Horn.

Vice Chairman Horn: I would like to ask Mr. Esquibel to follow up a little bit on the last question.

You're a specialist, as I understand it, in working with the disruptive child. Did you see more disruptive children in your previous elementary school than you do now, and to what do you attribute this?

Is this a cause and effect change based on the attitudes that prevail in the Moore School? What is it?

Mr. Esquibel: Like I said, I have only been in PPA one year. The years before, I was in the classroom teaching third-grade, so I had no concept of how the entire picture looked in the school system.

But I must say that last year, my first year at school, I was very, like I said, I was very defensive and protective of the Chicano child in that school. I became very upset that every time I would walk into the office, the office would be full of blacks and Chicanos to be disciplined. It just didn't set right with me, that why was it that Chicanos and blacks were the only ones causing trouble in the school? Why were they always sitting on the bench?

Speaking to my third-graders—I had 32 third-graders—and in that class, all the students who had gone to Moore School, not one of them had ever been in a classroom with a Chicano child. I understand Moore had a few Chicano children, but these children just did not happen to run across them in kindergarten, first or second grade. It was a whole new experience for them, and I think it was a new experience for a lot of teachers, of getting the kids that came from the project area, from the target area.

Vice Chairman Horn: In whatever experience you have had, do you feel the disruptiveness is related to the economic situation at home, in the community?

Do you feel it's related to, again, the atmosphere in the school? How would you sum that up? I am searching for a few answers.

Mr. Esquibel: I can't give you percentage numbers.

Vice Chairman Horn: Just feelings is what I am after, your professional feeling.

Mr. Esquibel: Well, you cannot put human beings in a situation such as a housing project and expect them to live normal lives without having to fight tooth and nail just to exist. It's amazing to me that we give more room to animals in a zoo than we do to human beings when you stuff them into a housing project.

And these children come to schools with problems that we can't even comprehend, that these other children wouldn't even know about. But then, when they come to school, maybe they haven't been to bed all night. This teacher may not realize why the person hasn't been in bed all night, simply because he had to babysit his brothers and sisters while his mother was out working nights and had to be up all night changing diapers or warming a bottle or—and then when he comes to school, he just can't function. So he is labeled as being lazy.

So I think a lot of these problems children bring to school with them are cause and effect, I suppose partly due to the environment in which they live, and partly from the school that accepts them.

Vice Chairman Horn: But apparently, some of the children still live in the housing project. They are now bused to a different type of school. And I gather from some of the testimony of this and previous panels, they are more successful in that school experience, even though they might still be up all night occasionally.

Do you feel that is accurate?

Mr. Esquibel: Well, I don't think I can actually say that they really become that successful in a year and a half. I can't say their grade scores are going to have jumped ten points because they were bused. I have no way of judging that right now.

Vice Chairman Horn: Based on your own testimony, there seems to be a desire to attend. I assume that attendance rate didn't just reflect Anglo attendance. It reflected proportionately, and I'm assuming here—maybe I am wrong—the minority attendance also based on what you mentioned that they walked to school if they missed the bus.

Mr. Esquibel. Those were the ones that I was more obvious about.

Vice Chairman Horn. Mr. Rehmer, testimony constantly comes up before the Commission, charges are made and counterarguments are made, that discipline when rendered in a desegregated situation seems to disproportionately apply to members of minority groups.

What is your experience in terms of the discipline that you have had to enforce?

Have you found suspensions have gone up this year as opposed to previous years?

Have they gone down?

Do you feel it is disproportionately applied to black and Mexican Americans?

Mr. Rehmer. I would have to reflect a little on that, but one conclusion that I would have to relate to you is that the matter relating to our first year in the desegregation program last year. We did have difficulties. We had a hell of a rough go at it, I will kid you not.

There was adjustment needed on the part of the staff, adjustment on the part of the children, and it was all reflected in the amount of discipline that came through the principal's office.

I had another monkey on my back last year, and that was a second school. I was assigned to two schools. This year I'm with one. So consequently the problems are fewer. I would say in direct answer to your question here, the numbers of referrals to the Moore school principals this year are, I would say, probably one-fourth of what they were last year. So what I'm saying, we have arrived. The adjustment is being made. The staff is coming to accept and change its mode of operation and so are the children.

Last year, for example, there were six or seven, as I recall, suspensions from one to five days. This year we have had none. So I would tend to say that the things are steadily getting much, much better.

Vice Chairman Horn. Could you sort of summarize briefly how the staff and children have changed, what changes were needed to get at this problem?

MR. REHMER. Well, I think one of the significant things, I think the children are more easily changed in this matter than adults. At least that is a personal conviction that I have.

I think as a result of the ten hours of in-service that we had last year and the five hours we had this fall, court ordered in-service, lent itself to a better understanding of how we are going to work with kids-and serve them. I think that was one thing.

And I think another factor was the staff's realization that this has to be borne out of necessity. We had to find a common ground to work with all the youngsters that we were serving.

VICE CHAIRMAN HORN. Was this a shift in psychology by which a teacher approached a child, the demands made on the child, et cetera? I'm trying to get some specifics.

MR. REHMER. Yes, I think you have it very closely there. A shift in the thinking of the teacher, the manner in which the teacher was going to work with this child.

VICE CHAIRMAN HORN. In your professional judgment, has that shift in attitude on the part of the teacher in relation to expectations on the part of the child and how one deals with the child as a human being, has that resulted in any lessening of academic quality?

MR. REHMER. I don't think I would say that it did. I would say not.

VICE CHAIRMAN HORN. You feel the children are learning just as much now, if not more, based on this shift in attitude?

MR. REHMER. I would say that statement would be true.

VICE CHAIRMAN HORN. And the shift in attitude on the part of the teacher had to be because essentially they were used to working with white middle class children?

MR. REHMER. To a large extent at Moore, to a large extent.

VICE CHAIRMAN HORN. Thank you.

CHAIRMAN FLEMMING. Commissioner Freeman.

COMMISSIONER FREEMAN. Mr. Rehmer, during our Boston hearings some of the charges that were made concerning discipline were that the minority children were being pushed out of school and being disciplined more than the, in a different way, than the white child for perhaps the same incident.

This is in essence the same kind of charge that has been made in many instances related to desegregation where the faculty member who would be white would be sort of taking it out on the minority child.

Could you comment on that and the extent to which there has been any kind of human relations or sensitivity training in connection with understanding the problems and understanding the children in the Denver School System?

MR. REHMER. I would say at Moore School, for example, certainly there was a collision of standards, if you know what I mean, in the school. Children coming, as Mr. Esquibel described to you, from extreme economic-social depressed situations, bring lots of problems to us. But at the same time in terms of the compassion and love that a principal deals with these youngsters, this can be put in proper perspective.

I would like to think that I have been able to do this. I think for the most part the staff members at Moore School have been able to do this. I think, as I indicated to you, the ten hours of the sensitivity training, if you wanted to call it that, or value judgment training, these kinds of things, in-service we took, helped the teachers to understand this kind of role.

It is easy to see and know the kind of thing Mr. Esquibel described to you here of seeing the black and Chicano children in the principal's office last year. It was true. But now this year for example, one-fourth of this kind of thing. There are days go by when I don't even have one referral out of nearly 600 children to the office.

I don't know, Jim. I think this year perhaps it is fair to say that, I can't say that is still true, that you see predominantly black or Chicano kids. I have not seen many of them is what I'm saying, not many.

Commissioner Freeman. Does the training that has been taken include a walk-in-my-shoes or walk-in-the-other person's shoes the conditions Mr. Esquibel was explaining?

How does the Anglo family—faculty member ever get to understand this?

Mr. Rehmer. Yes, that kind of training is involved. We had Mr. Torres from the U.S. Commission—he is in this building here—who came to us and spoke to us about the Hispano background and their value systems and these types of things, and how indeed in our culture, our society in Denver there has been a collision of this. And we must understand before we find ways of educating and remediating the types of things that need remediating.

Commissioner Freeman. Is this sort of orientation on a continuing basis?

Mr. Rehmer. Yes, it is under court order, ten hours last year and ten hours this year.

Commissioner Freeman. Is that considered to be adequate?

Mr. Rehmer. I think further things need to be done in the school and are being done.

Commissioner Freeman. Thank you.

Chairman Flemming. Commissioner Rankin.

Commissioner Rankin. Continuing my study on attitudes, I notice the attitudes in your school are quite different from some of the others. I notice that it starts first in the children, that they are accepting integration and accepting busing today. Then I notice how the administration and certain members of the faculty, as Mr. Esquibel, they have changed their attitudes, they have followed suit.

Now we come to the parents. How are we going to get the parents to follow suit, Ms. Widman? Or do you think they have? They might have already.

He says discipline problems have diminished and things run better in the school; maybe their attitudes have changed.

Is that possible?

Ms. **Widman**. I don't think there has been any drastic change. But I think there has been a slow, growing understanding of our new population of students, and I think surely this is reflected in the behavior of the children at school. I really see our community as growing in this way.

I see it reflected in other ways, if you will. The court order has made many people in Denver aware of situations in other parts of Denver. It has brought to light a lot of things we didn't see before.

For instance, last year we had occasion to visit, parents had occasion to visit some other schools, and we saw things that maybe our school had and in some instances that other schools didn't have. We saw things other schools had that we really wanted to have.

I think definitely it was for the sake of all the children that we mobilized to go after some of these things and make sure our school has all it should have to educate our children.

The IMC is the big example in our school which we have been successful in getting. There are probably other spin-offs from this growing understanding and willingness to work and say, "Look, we really have to get this together." And working in addition with parents from other schools and going to the school board and saying, you know, "We don't only need this but all the children in Denver need this."

Commissioner Rankin. Growing out of this, how has the faculty of the school and the parents reacted to your being a monitor?

Chairman Flemming. Go ahead.

Ms. **Widman**. To me personnally being a monitor and a parent at the same time. As you probably know, during the first year of the court order, monitors, you couldn't be a monitor of a school where your child was enrolled. This year that has changed and I am a monitor for Moore.

The other monitor does not have children in our school. I feel that it has been fairly well accepted. It quite honestly does put you in kind of an interesting position because obviously someone who is interested enough to be a monitor is also interested in the school and active in the school, and sometimes you are kind of working on several projects at once as you are visiting the school.

I don't feel that I have had any problems in working with the faculty, however, really good cooperation.

Commissioner Rankin. How do two monitors divide their work?

Ms. **Widman**: Well, we have pretty much, I think all during the fall, put the reports in together. We have filled them out pretty much together. The principal then has an opportunity to put his comments in. Then each of the monitors, we have just shared giving each other the opportunity to write in in a different colored ink, if you will, on the same form. That is how we have done it.

We both visit the school at our own will. If something comes up, we check with the other one and say, you know, "How is this going?" or "What do you think of it?" or whatever.

Commissioner Rankin. Thank you.

Chairman Flemming. Commissioner Saltzman.

Commissioner Saltzman. I would like to pick up on a thread of questioning Commissioner Horn directed you to. That was the improvement in attendance figures following desegregation.

Is that what was stated, that attendance for minority children improved following desegregation?

Mr. Esquibel. At Moore School I believe it did, yes.

Commissioner Saltzman. I think I have heard that from other schools. It is a curious thing to me because we found, I think, in another community that following desegregation, for a time at least, there was a decline in attendance and not a significant improvement.

I wonder whether this is an important point.

I wonder, Counsel, whether we might check the attendance figures of the schools we have interviewed to find out what happened after desegregation, because I think if I have heard it correctly attendance in most of them has picked up after desegregation.

Mr. Glick. We will try to obtain that information, Commissioner, and if we can, get a racial, ethnic breakdown on it and enter it into the record as Exhibit 33.

Chairman Flemming. To keep the record straight, as I understand the attendance figures you gave, they were overall attendance figures, involved both Anglos and Minorities.

[The document referred to was marked Exhibit 33 for identification, and was received in evidence.]

Vice Chairman Horn. But as I tried to pursue it I was asking a judgement did that include minorities and I gathered the answer was "yes".

What we are now seeking, I would assume, Counsel, is a year or so before desegregation of relevant satellite schools and afterwards, to see if there is a difference.

Commissioner Saltzman. I don't believe you gave any reasons or could find any reasons.

Can I just ask you again, you are not sure of any reasons by which to explain that fact in the Moore School?

Mr. Esquibel. The only reason I could possibly give was that these children were being bused, it was a new experience for them.

Commissioner Saltzman. You mean they enjoyed and anticipated being bused?

Mr. Esquibel. Well, I mean going to another school. Their brothers and sisters probably spent their entire life in the housing project and the same school. Here they were going to another school in another part of town. You also have to take into consideration that a lot of these children never get out of the projects except on excursions, and they get on the school bus that takes them somewhere. But this one takes them on a bus ride every single day.

Now, this may wear off at the end of two or three years, and they may get tired of it, like a new toy. Then they will want to stay where they are at. We don't know.

Commissioner Saltzman. The only thing that occurs to me, why shouldn't children in another city welcome that kind of adventure?

Why in other cities do we find a serious decline in attendance initially which returns back ultimately? But here initially you are saying there is a marked improvement.

Mr. Esquibel. At one school, Moore School. Now, for other schools—

Commissioner Saltzman. Yes, I realize, but I think other faculties and other schools have indicated improvement in attendance.

We will get those figures, I hope.

Mr. Esquibel. Yes.

Vice Chairman Horn. May I say to my colleague I think the answer is simple and I hope it is, and I'm sorry to say it, but it is the level of violence that parents of any ethnic group anticipate will occur in the schools. They withdraw their children until they see stability.

Presumably stability has been attained in these schools, and I think it is important to remember that another hypothesis, I don't know how we explore it, would be that the ethnic child did not attend the primarily ethnic school before desegregation because there was a level of violence in that school and no child likes going to school, being punched in the nose, be it by Chicanos, blacks or whites.

Now that stability has come, I suspect school is a much more pleasant place to be.

Mr. Esquibel. In answer to Mr. Rankin, the question he was asking about did the community have to make an about face for, you know, the children made the adjustment, and then did the faculty and community have to make the same kind of adjustment.

I would like to say that what I told you before was my own personal feelings before I got there. But I would say that after two years at Moore School, that the Moore community did not have to make any kind of aboutface. They had this honest feeling for people. It was, when they came in, it was just my own prejudice that caused me to believe that they were going to react differently. And to say that they made an aboutface because of busing or they were trying to change their whole lifestyle to conform to the busing, no, I believe they were primarily beautiful people, and they still are.

Commissioner Rankin. They went right along with the students.

Mr. Esquibel. Right.

Commissioner Ruiz. Mr. Esquibel, is it your opinion that the court order on the mixing of the groups will ultimately phase out, where there will be no more Chicano schools?

Mr. Esquibel. Well, in Denver I suppose that is an accurate statement considering that Judge Doyle's order now says that Del Pueblo and Cheltham and these other model bilingual schools will have to be in the busing plan. These were community schools, almost, the only one that I knew of.

Commissioner Ruiz. Now, apprehension has been expressed that this new dilution, coupled with lack of participation by Chicano parents in comparison with Anglos, may ultimately destroy the family cohesion of the Chicanos.

What is your opinion on that?

Mr. Esquibel. There are many Chicanos in this community who feel that very strongly, that you cannot separate that child from his home and his school and his community area.

Commissioner Ruiz. What must be done to preserve this value in your opinion?

Mr. Esquibel. I suppose the whole real estate problem has done enough damage to that already. We have our own West Side areas, our own North Side areas, our Southeast areas. You could almost—at one time here in Denver we had the Polish area, we had the German area, we had the Chicano area, we had the Italian area. That is kind of hard to break up now. To say that you are going to now take all those Italian who live in North Denver and they are going to have to be bused—

Commissioner Ruiz. Is it your feeling that not only will the Chicano school ultimately disappear, but that perhaps this value will also ultimately be diluted and disappear over a period of time?

Mr. Esquibel. Well, over a period of time I would say, but that amount of time I couldn't say how long it would be.

Commissioner Ruiz. There was another apprehension felt, a second apprehension. By becoming a minority child in the new mixes, I will say, where black and Anglos have one thing in common, and that is a common language of English, that the Chicano youngster will, languagewise, and in the school curriculum, being a minority, become isolated and perhaps just be pushed out of school or pushed through school.

Is that a valid apprehension?

Mr. Esquibel. The last part of that, would you run that last part through again?

Commissioner Ruiz. Well sometimes they push students up to get them out of school, although they haven't caught up languagewise, comprehensionwise, learningwise. They become problem children, and therefore, they just put them through the next grade, and the object is to—either they ultimately dropped out or are pushed through school.

Mr. Esquibel. This is true of all children, not just the Chicano child.

Commissioner Ruiz. I understand.

With respect to the language that I was speaking about, this Chicano youngster, being a minority, and not understanding too well the English, and by virtue of the fact that the bilingual-bieducational programs that I have been listening to today and yesterday have no way of getting these target people into satellite places, that particular child that has that language difficulty, what is your suggestion that that be rectified?

Mr. Esquibel. I don't think I'm in a position to make a statement as to what I feel should be done. Chicanos should have been left where they were at, to the extent of the community schools, some of them did not want to be bused. This was not a Chicano-white issue, the busing.

Commissioner Ruiz. No, I understand. There is going to be a problem.

Mr. Esquibel. Right.

Commissioner Ruiz. Do you have a personal opinion as to the best solution of that problem?

Mr. Esquibel. No, right now I wouldn't say so.

Commissioner Ruiz. Do you believe that the bilingual-bicultural programs, as presently conceived, will be able to handle that problem in the future?

Mr. Esquibel. I hope so, if they ever get off the ground, if we ever get funded, if we ever get programs going the way they should be. We are so far behind now that . . .

Commissioner Ruiz. That still remains as a problem then, does it?

Mr. Esquibel. Yes, you don't have enough of a measure to see what the bilingual program has done, whether it is going to make that much difference. We haven't seen enough of it, I don't think.

Chairman Flemming. As we have listened to the testimony that you presented us, we certainly have developed a very positive feeling, not only regarding the school, but the community of which the school is a part.

I notice that the testimony has kept coming back to that particular point. One gets the impression of a very positive approach to difficult issues.

Again, you get the feel of deep involvement on the part of parents as well as on the part of the teachers, and the administrators. This is an important part of our record, the part that you have just made becomes an important part of our record and will certainly influence us as we evaluate the situation, not just here in Denver, but in the country as a whole.

Thank you for what you are doing. Thank you for being with us. Counsel will call the next witnesses.

Mr. Glick. Mr. Chairman, the next witnesses are representatives and officers of the Monitoring Committee of the Community Education Council.

We will call Jenny Emery, Ann Fenton, Kay Reed and Jeanne Kopec.

Chairman Flemming. Stand and raise your right hand, please.

[Whereupon, Jean Emery, Ann Fenton, Kay Reed and Jeanne Kopec were sworn by Chairman Flemming.]

TESTIMONY OF JEAN EMERY, CHAIRPERSON, CEC MONITORING COMMITTEE; ANN FENTON, VICE CHAIRPERSON, ELEMENTARY MONITORING SUBCOMMITTEE; KAY REED, CHAIRPERSON, JUNIOR HIGH MONITORING SUBCOMMITTEE; JEANNE KOPEC, CHAIRPERSON, SENIOR HIGH MONITORING SUBCOMMITTEE.

MR. GLICK. For the record, will you each please state your name, your address and your position with the Monitoring Committee?

Ms. Emery?

Ms. EMERY. I am Jean Emery. I live at 2288 South Monroe. And I am Chairperson of the Monitoring Committee.

Ms. FENTON. I am Ann Fenton. I live at 646 Monroe in Denver. I am vice chairman, Elementary Monitoring Committee for the CEC.

Ms. REED. I am Kay Reed, I live at 4103 South Olive and I am chairperson for junior high level monitoring.

Ms. KOPEC. I am Jeanne Kopec. I live at 3068 South Gray, and I am chairman, high school monitoring.

MR. GLICK. Thank you.

What I would like to do this afternoon, since it is obvious from the testimony we have received this week that the Community Education Council and its Monitoring Committee is very, very important to the desegregation process in Denver, is to begin with Mrs. Emery and ask her to describe for us how the Monitoring Committee was established, how persons were put onto it and how it is organized, and what the flow of the reporting is, how it reaches the chairman, Chancellor Mitchell, and how it finally gets to the judge.

Let's start out with the organization.

Ms. EMERY. All right.

The actual Monitoring Committee was organized in the sense that out of the council itself—which is to say that first and foremost the council met and realized that it needed, in order to perform its various functions which are mainly three, as you undoubtedly know, it needed to get some feel from the council who would be interested in the monitoring aspect.

So those people, as it were, signed up, and then they gathered together, and at that point it was decided that we needed to first figure out exactly what monitors would need to do and what their limits would be.

In other words, we set about sorting out that they were not policemen, that they were not going to be negotiators, that we would like ideally to have one monitor a minority and one an Anglo, that they should not be school employees, and various sorts of details like that.

Then—I am going to talk a little about the elementary level because it, as you all know, was handled in the desegregation process in four different ways, and those were really important from our point of view in terms of the monitoring.

In other words, we first of all set up the—established and understood the four different ways that the elementary schools were desegregated, and then council people cheerily volunteered to take one of those groups.

In other words, there were five elementary people, each of whom had basically five different methods in the desegregation process on the elementary level.

I just want to say as an addendum that I think that it is important to understand these different procedures that were used because I think that I feel very strongly that they were a very basic—in other words, the judge and Dr. Finger worked very hard to really—to get a minimal amount of busing and to equalize the burden of busing.

You have already heard in the previous—I guess jump ahead, previous panel—that some statement about the pairing—but I have to admit that I'm somewhat disappointed that there is no pairing presented, that there hasn't been pairing presented here because, although, you know, what the lady said may be true educationally, I think it has a very real value in terms of how Denver has received the whole desegregation order.

But that is a side issue.

On to the organization.

Having gotten those five established and the secondary level method of desegregation was basically rezoned in satellite so that was a little bit simpler, we then set about first of all making sure who in the council would like to be a monitor, then figuring out what kinds of people in the community—and what Nancy said previously about the elementary level was certainly true, mainly that we did not believe on that level that there should be parents as monitors at least for the first year, in view of the need for really getting objectivity and not having parents perhaps put in their point of view, along with their supposedly objective monitor report.

So we did quite a lot of meeting together and matching, for instance, getting a previous teacher in the past to go to a school with another person, a businessman, for instance, and that was in part because as part of the combination of getting five points of view, not only ethnic points of view, we wanted different background points of view.

I think, for instance, the chairperson of Girls, Inc., to monitor in schools that surrounded the location where Girls Inc. gets most of its clientele, that kind of combination, or using a college professor in a school where for instance, maybe there was—we felt there might be some need for some support for curriculum changes.

So having done that, and gotten a hold of the monitors—and our ideal, as I say, was two for each school as a minimum—although on the elementary level we had for two schools—which is to say that each school had two, but the monitors also had two schools, and this was again part of our thought on the pairing, to treat those pairs as an unit so that the two monitors were looking at both those schools.

When we had two schools other than pairs, for instance, if a principal had two schools assigned to him, then we would give the monitors those two schools and so forth.

So we then got the monitors, as it were, sort of in our—well, organized in terms of how the schools were organized, we spent a great deal of time, which you have heard some reference to, writing a monitor's guide, and that is now part of a packet which we give to any monitor, any volunteer that has agreed to be a monitor, and we—in that we worked out very carefully. Let me say it was not easy for this group, even for the 12 of us, to sort out all the things we believed in in terms of how we were going to monitor.

But basically, as you know, each monitor is a volunteer, each monitor is to observe and report and evaluate some of the information and gather as many facts about the school as possible.

We, in the guide, stressed very specifically, recognized that each school is really the principal's domain, and that each monitor is to report to the principal—or at least check with him in terms of whether he wishes to see his or her reports each week, and principals have varied about that.

And after that, then the report gets sent into the coordinating council person. And we then work on that and put that together eventually in the form of a report which I think you have all seen some of those.

Now, in terms of—did you want me to do some of the problems initially of those?

Mr. Glick. Yes, I do.

Ms. Emery. I think after we had gotten our monitor's guide written, and furthermore, the monitor report form which really was basically a checklist, initially, that we—and we had taken those questions or, really, statements which were to be answered on a check basis from the ZB-3 section of the court order. In other words—and we had gotten that all processed through, meaning, drawn and met with the superintendent.

We then had the interesting experience of having him say that he didn't think that we could have volunteer monitors in the schools, that in point of fact, only the council people could monitor.

So there was a delay.

We did indeed need to go back and actually get a court order in order to get volunteer monitors accepted in the schools. But he did okay basically our monitor guide and also the questionnaire.

Mr. Glick. By "he," you mean the superintendent?

Ms. Emery. By "he," I do mean the superintendent.

Mr. Glick. Thank you.

Ms. Emery. And so the next somewhat—well, I don't know, at least slight impediment along the way was that the Denver public school administration then asked that all monitors get their pictures taken at the administration building and wear badges—I may even have one; I should bring it out—before they could go into any school.

So, by and large, this was done, and we were more or less off and running. We had a training session which did indeed go into the background of the constitution and the reason for the court order, and we had various parts of the community speak, and we also had some training in terms of how to really listen and go into a school and be a support rather than an adversary.

And so after that—and I don't really know whether you want all this detail. You will have to stop me if you don't.

Mr. Glick. Keep going, Mrs. Emery. I will tell you whether we have had enough.

Ms. Emery. All right.

Mr. Glick. I think this is really important, the details, because we are trying to make a record on which we can make some recommendations that might be useful to other communities.

I think it is important that we have the details about the organization of the Monitoring Committee and how it functions.

Ms. Emery. Okay.

Along with the monitor report form, there was a school information form which we worked up and which is also in the packet, which is—was to be filled out by monitors, and the ideal was that the coordinator and the two monitors would go to the school and meet with the principal before the opening of school and get background information on the school.

Included in that information is what kinds of preparation had been made, what—you know, what the ethnic projection was and so forth.

So after that, we then asked that the monitors, as Nancy indicated again, could operate independently, and did not need to go to the schools together.

In fact that there was value in their going at different times so that they saw different places and different classes, and so forth. And they did this, and then were to report on a weekly basis at first. And, of course, for us it was very important, the beginning of '74, that we really keep in communication, because I think we all did have some apprehension about whether this was going to go smoothly.

And we thought that we needed to know the facts, and that they perhaps might need to know or might need to have our support. So that is basically how it has operated since then.

The packet, also, I might just say, does include a very brief rundown on the constitutional aspect and the history of the case, so that each monitor has that, which was done by a law professor at the University of Denver; and it also has a League of Women Voters pamphlet on the trail that we have been through—and in Denver we have really been through quite a trail of legal action—and a little bit of reference taken from your ten communities pamphlet from some other communities, what those have resulted in.

And initially, the packet, which this one that we now have does not have, it did a—well, glossy flier from the school district which was the district's kind of newspaper, on the court order, and you know, did have maps and showed to some extent what was going to happen to students in different areas of the city.

Mr. Glick. Mr. Chairman, I think would be an appropriate time to introduce into the record the packet of materials that Mrs. Emery is talking about. And with your permission, I will introduce that as Exhibit No. 34.

Chairman Flemming. Without exception, that will be done.

[Whereupon, the document referred to was marked Exhibit No. 34 for identification and was received in evidence.]

Mr. Glick. In addition, I would also like to introduce at this time copies of each one of the reports that have gone to the judge from the Monitoring Committee and CEC as Exhibit No. 35.

Chairman Flemming. Without objection, that will be done.

[Whereupon, the document referred to was marked Exhibit No. 35 for identification and was received in evidence.]

Ms. Emery. Now, you need to start me off again.

Mr. Glick. Do you think that you have pretty well given us the picture, Mrs. Emery?

Ms. Emery. Actually, I do. There were a few minor obstacles in the overview. We asked both years for a letter from the superintendent.

The first year we asked for a letter from the superintendent to go to the principals to introduce the monitors, to tell them—tell the principals who their monitors would be, and did a little background on why they would be there and that we were certainly going to be supportive.

This last year, we asked that a letter go out from the principals introducing the monitors to the parents. And neither of these letters has gone out.

We actually went so far as to write these letters and sort of do a sample. But it was not seen fit to send them on. That is kind of, as I say, obstacle.

I think that perhaps the other kind of problem that those of us on the council level have felt is that it is really very difficult to communicate readily with the administration.

Now, it may in part be because there was last year a very specific process in which Jeanne Kopec was really the chairperson of, of which Jeanne Kopec was the chairperson, which was the Liaison Committee.

But in any case, as it has played out even though this year we have done away with the Liaison Committee, we are still, I think, having quite a good deal of trouble, or at least postponement.

And this year we agreed as a council that we would indeed like to try to meet with the board.

That decision, I think, was made in June. And to date we have not met with them. We had a pre-meeting with two of them to work out how often and what we could converse about and so forth.

But that is as far as that has gone.

I think maybe in summary—any other details, I would certainly be happy to supply them, if I can. I do think maybe I'd like to say that the purpose I gave you for the monitors was really the—the purpose was really court-related and I think that is true initially in terms of the information gathering.

I think there was another very important purpose which is, as its played out, every bit as significant. We wanted to develop a positive, supportive relationship with the schools and with all of the constituents involved in the various schools.

In other words, it was very important from our point of view to keep communication going—open and going, keep the principal informed. That was one of the reasons that we were so careful about saying, for Heaven sakes, you know, tell him what you are reporting.

And any additional communication that we were, you know, privy to, we encouraged monitors to—for instance, if teachers were concerned about something, to get that fed back into school.

If parents were concerned about it, too, we tried to help monitors sort out where they could help the parents go to get—many things were not court-related, but as the concerns came in, we would try to help them get their concerns to the proper source for remedy.

So I do think that that has really been a very important aspect, and I think that it could certainly be said that just having the schools know that there is somebody who is coming in, as I say, really, I believe basically in a supportive fashion on a weekly basis does tend to do things for schools, not necessarily in any major, large way, but I think it goes without saying that there may not be as many children in the hall or that there may be a different voice from the classroom or any number of changes that I think are affected in a very low key, but nevertheless present way.

In summary, I would like to say that I feel as though we really have, through the monitors, gotten many community people into the schools, knowing about the schools in a fashion that they simply had never even conceived of before.

And I think that teachers, parents and students had the opportunity of having a sounding board, of having a funnel.

I think in addition to that, some parents, teachers and students have also had the opportunity to know a little bit more about the court order.

I have been interested in some of your questions because in relation to was there a course or program for educating the teachers, because it was our experience.that teachers were really very often in the position of feeling that they could not do something or initiate something because the court order wouldn't let them.

And I found myself more often—well, really quite often, sitting down and talking about what the court order really said and pointing out, in fact, how unlimited it was in terms of their ability to do things.

I think obviously that the court through our efforts has been kept apprised of specifics, and how well the implementation has gone in certain areas.

And I actually think that there have been some administrative changes or even policy changes due to some of our recommendations in the report.

Mr. Glick. Thank you, Mrs. Emery.

That is an excellent, excellent explanation.

I wanted to turn next to Mrs. Fenton, and ask you as the vice chairperson of the Elementary Subcommittee what it is that you have the monitors look for, what do you have them—ask them to focus on, what do you want to see in their reports that they have been looking at?

Ms. Fenton. We do look for problems.

We ask our monitors to visit with administrators, with teachers, with parents, and with students to get as wide a base of information as possible.

We not only look for problems, but we look for good programs in the school, for open communication between communities. We look for student attitudes, for leadership from the principal and from teachers in the school, these kind of things.

Mr. Glick. Do you consider discipline in the school and attendance and the commitment of teachers and faculty and principal to the desegregation?

Ms. Fenton. Yes.

Mr. Glick. And how do they actually test them? Some of those are somewhat subjective. Some you can check objectively, like attendance figures, but there are some subjective factors that are involved there, also.

How do the monitors check those?

Ms. Fenton. Well, that becomes more difficult, and with a wide base of information from the various people I mentioned before, we hope to get a more general attitude or a more subjective type of information.

Areas of discipline are difficult to really understand what is going on in the school if you don't spend considerable time.

But not only do we ask monitors to observe themselves, but to be in communication with parents and with faculty.

Mr. Glick. How, in your experience or in the experience of the monitors as related to you, how are they generally received in the elementary schools by faculty and principals? Are they welcome, are they rejected, are they treated in a cold fashion, or how would you characterize them?

Ms. Fenton. Well, when school opened in '74, this whole monitoring aspect was new to the entire city, it was new to the monitors, it was new to the principals and to the teachers and to the administration.

I think everyone was just a little bit—maybe a little uptight as to what the actual role of the monitor would be. But once the monitors were in the schools, expressed interest, concern, showed that they were not spies or policemen, that they were concerned about the quality of education that their children were getting, we found that the monitors were really welcomed by the schools, in most part.

There were a few exceptions, but I feel that the teachers and the principals felt that here was another channel where their problems and concerns could be funneled through the community and sometimes in some cases to the administration. I think the monitors were helpful in communicating concerns to faculty and also from a lot of parents. It was helpful to a lot of parents to have a monitor to contact if they had a problem. Sometimes parents don't feel comfortable contacting the principal or are not really sure of the best way of handling a particular situation, and here was someone that, you know—another parent—it is easier for some parents to approach.

Mr. Glick. How many elementary school monitors are there, Mrs. Fenton?

Ms. Fenton. I think there are close to 150.

Mr. Glick. I would like to turn to Mrs. Reed and make a similar inquiry.

What is it that you ask the monitors to look for in junior high school?

Are you interested in attendance and interaction between the students, and the faculty and the students, some of the both subjective and objective evaluations of the school?

Ms. Reed. In many cases, there are things where we were looking for the same things on every level, no matter what.

One of the early things we looked for everywhere was the general atmosphere in a school, because this told us generally how things were going, were the kids welcomed, was the school friendly to them upon starting this new adventure.

As we moved through the year last year and this year, our concerns probably became a little more refined. We knew better what to look for and there was quite a difference in the levels of education. So we had to part ways on some of these things. You know, just felt our way along.

Mr. Glick. I see.

Can you tell me how the monitors have been received in the junior high schools? I am sure there is a variation, but overall, have they been welcomed?

Ms. Reed. Yes, extremely welcomed.

And I would like to reinforce what Ann said. They really have been seen in most cases—well, the term we used was an "encouraging presence" in the school.

We were a line of communication to speak to the community, whether it was a small parental group that we were funneling back to or the community at large about the many good things that were going on in our school where it is difficult frequently to get the good news out of what is going on.

Naturally, problems are more often highlighted.

Mr. Glick. So that far from being a police, spying kind of system, the monitors are appreciated as a community representatives who are going to convey information back and forth.

Would that adequately characterize it?

Ms. Reed. Yes, and as very good listeners, really, because there are many, many people who are anxious to tell their story and to feed into, you know, someone who is interested.

Mr. Glick. Thank you, Mrs. Reed.

Turning now to Mrs. Kopec, you are the chairperson of the high school subcommittee. And I would ask you also what you have the monitors look for in high schools.

Ms. Kopec. Very much the same thing as Ann and Kay mentioned.

Also at the high school level, we concentrate on discipline, the appearance of discipline in the hallways, do the administrators really seem to be doing their job. We concentrate on suspension, absenteeism—this is very important at the high school level.

We ask our monitors to go to PTA meetings, to go to football meetings, to go to dances, watch all this stuff, to go into the cafeterias, the rest rooms. This is all part of monitoring, not just a few little things, and to talk to everybody.

We also found as of our experience last year, particularly at the high school level, parents are good monitors at the high school level because they know their school and what is going on, and that also we found that spending a lot of time in the classroom was not really helping us as monitors, because that was a very, very hard aspect to monitor, as amateurs and we just weren't quite doing that job.

So this year, we concentrated on the school overall, getting to the teachers, students, and parents.

Mr. Glick. Did the monitors find that after a while they are recognized by the students as someone who has some relationship to the school and not just someone who is walking through, I mean, over the period of many months of their visits?

Ms. Kopec. Very definitely.

And the kids like to see you, they wave to you, holler at you; you are very welcome.

Mr. Glick. Thanks very much.

How many high school monitors are there?

Ms. Kopec. I think we can approach about 30.

Mr. Glick. I would like to ask Mrs. Emery a question. I may be jumping the gun a little bit, but are any of the monitors senior citizens or older Americans?

Ms. Emery. Actually, what is your definition of senior citizen?

Mr. Glick. Well, I'd start it with me.

Ms. Emery. There certainly are.

And, in fact, I mentioned that we had a retired teacher. We had a retired—a retired principal, you know. We had a variety of kinds of people, so, yes, some of them—I don't think a majority, but I do think some of them are.

I know some of them are.

Mr. Glick. Thank you.

Mr. Chairman, I have no further questions.

Chairman Flemming. Mr. Horn?

Vice Chairman Horn. Mrs. Emery, I would like to ask you, based on your experiences as chairperson of the Monitoring Committee and the consultations you have had with your colleagues, how long do you believe such a monitoring committee should stay in existence in the Denver public schools?

Ms. Emery. Well, a monitor—now, I have a great—a very strong belief that to have the community in the schools is a never-ending—hopefully, a never-ending process.

When you speak of monitoring as we have been constituted, I think we cannot go on as we presently are, once the court is out of the picture.

As we are presently constituted, part of our value is to report to the court, and in some cases to indeed achieve change. And if we do not have the authority of the court, I think we would not last long.

Vice Chairman Horn. Well, I agree with you.

Yet we have heard the statement made a day [illegible] ago that perhaps it should be community-based, and yet as I listened to the testimony, it seems to me at this point for it to be solely community-based without the sanction of the court, you would have great difficulty in eliciting the cooperation that you need.

And I gather you have already had some difficulty.

Ms. Emery. I think that is true. It is true.

Vice Chairman Horn. Would your hope be, in terms of the reality that you face in the hallways and the classrooms and the school, that this committee should exist for at least five years?

Ms. Emery. You do realize I certainly hope it does not exist for five years, personally.

I think I again feel that in terms of having some sort of committee or group that is monitoring the schools, I don't know why you put a limit of five years on it.

I really think that in terms of this particular committee, I am not sure that I think that it can go on much longer than a year, and that is because I think I perceive that Judge Doyle expects to see how the appellate mandate is implemented through another year.

Vice Chairman Horn. Well, I would agree with your hope that we could have in all schools in America a community-based interest such as you have demonstrated here today and others before you.

Perhaps that will be possible. Perhaps such a group should report directly to respective school boards. But when one looks at the composition of some school boards in America, you wonder if that is a plus.

Now, let me move to another question.

Working closely with the Denver public schools, could you summarize in a nutshell what your estimate of the degree of leadership is in the Denver public schools?

Ms. EMERY. Am I looking at—you know, am I looking at the entire range of Denver public school employees?

VICE CHAIRMAN HORN. I am saying we are starting with the central administration and then go any way you would like, but I am interested in the degree of aggressive, forward-looking leadership that you felt was demonstrated especially in relation to desegregation.

Ms. EMERY. I think in the central administration that there was minimal leadership in terms of desegregation.

I think that there are clearly some very inspired and positive principals who are administrators, also, and I think that where they exist you have seen some very exciting things happen.

VICE CHAIRMAN HORN. Would any of your colleagues care to respond to either of those questions on the community-based committee or the degree of leadership?

Ms. FENTON. Yes.

I would like to say that the biggest problem that we encountered at the elementary level was the opposition to the desegregation order by the school board and by the central administration.

Whenever problems with the plan arose, the district used the court as their scapegoat and they refused in most instances to correct any problems that were brought to their attention.

VICE CHAIRMAN HORN. Thank you.

Ms. EMERY. Even may have made some changes that didn't, in fact, force—as a specific, when a pair, for example, was out of balance, the proposal was made by the school district which moved some 80 students through—well, three different schools, but the balance was not changed.

And I think that is a rather specific example.

Ms. REED. One of the things that concerns me very much for the future is, as far as I know throughout the country, there is no mechanism to update a court order later, and I think this is a big problem.

The city changes, and I think if there is not some way to adjust boundaries and to keep up with the growth and change of your city, that a court order then becomes terribly static and is, in effect, set in cement. And this is one of my biggest concerns.

I think the monitoring needs to go on to develop enough parental interest which would logically take over that monitoring is, I think, a very important thing.

As far as the leadership with the desegregation order, I really feel that throughout the entire city that our leaders were out to lunch. I think that was true, whether it was church or political or whatever, but I think the marvelous thing that happened was that the next layer, the middle, as has been mentioned a number of times through this hearing, really came to the fore. And we have had some marvelous principals.

One reason on the junior high level that things have gone so well is that our junior high principals have moved in the course of their careers all over the city. And so they come to their present jobs, September '74, with a great deal of experience. They know a lot about kids of different ethnic groups.

And one very big thing. They know how to deal with kids. The schools that did the very best were those where people were really equipped; no matter what color the child was, the people knew how to deal with them.

And I think this has been a big thing.

VICE CHAIRMAN HORN. Let me ask one last question.

Mrs. Fenton, I noticed in reviewing the council's interview that you had said that teachers are now learning that the middle-class way of teaching is not effective with minority students.

I wonder if you would care to elaborate on that.

What particular aspects have you found as a monitor that just weren't successful and changes were needed if educational progress was to occur in the schools?

MS. FENTON. Well, I am a teacher myself, and I have been concerned about this problem.

When the court order was handed down and some of these children were moved from the ghetto areas to the outlying areas of the city, some teachers were ill-equipped; they were so shocked at some of the cultures, attitudes, values held by different ethnic groups, also different economic groups.

Teachers today are trained to teach the middle-class Anglo child. And if this is not changed, I don't believe that the quality of education for all children will be what it should be.

VICE CHAIRMAN HORN. Thank you.

Let me just say in conclusion that while you, I think, probably correctly assess that the leaders were "out to lunch" in this and many other cities, I think it is clear from the participation of strong-minded, strong-willed community leaders such as yourself, that you and others like you throughout America—and I have seen it in my home community with my wife and people just like you—are the ones that if we are going to succeed in this country, the accolades of success can go to you.

CHAIRMAN FLEMMING. Mr. Rankin?

MS. EMERY. May I say something, too, Mr. Horn?

CHAIRMAN FLEMMING. We are getting a little short on time.

MS. EMERY. In terms of teachers, I would just like to say again that I think the pairing experience is one of the places where teachers have been most educated in terms of the whole desegregation process, and it is indeed because they as whole faculties or as individuals have had to coordinate and work together on the curriculum, on the students and so forth, and that really, unless you actually require that kind of thing, teachers remain as isolated as the rest of the community in terms of ignoring other schools.

Chairman Flemming. Thank you.

Commissioner Rankin.

Commissioner Rankin. Are all monitors court appointed?

Ms. Emery. Yes.

Commissioner Rankin. For a term of office?

Ms. Emery. Well, indefinitely, at the moment.

Commissioner Rankin. Indefinitely. At the pleasure of the judge. Was it a difficult job to get people to serve as monitors?

Ms. Emery. Yes.

And actually, we still—well, I think there are perhaps two answers to that question.

One is that I think it was difficult in part because we really did have some fairly specific ideas of how we wanted them combined, and it is certainly true that it is more difficult to get minority monitors for a whole variety of reasons, including the fact that they are very often employees of the district or employed elsewhere.

Commissioner Rankin. Have any of them resigned?

Ms. Emery. Many have resigned.

Interestingly enough, many have also become employees of the district. In other words, they have been asked by the principals or by a school nearby to come and be an aide or to work in the library. There have been a variety—there has been a great loss because they have been absorbed.

Commissioner Rankin. Is it easier to get people to serve today than it was a year ago, or harder?

Ms. Emery. I think it is probably a little bit more difficult today than a year ago. There is no doubt but that a year ago people felt that the press and the urgency which is, you know—lessened . . .

Commissioner Rankin. How many men are monitors?

Ms. Emery. Oh, I can't tell you.

Can you tell us?

Ms. Fenton. No.

Commissioner Rankin. About half?

Ms. Emery. I would think not more than a third.

Commissioner Rankin. Are they doing reasonable well as women?

Ms. Reed. I have some on junior high level that are very faithful. One is assistant headmaster in a private school, and he manages to leave his school and go and visit another school.

And really, I have one Episcopalian priest, and so, you know, I have had a very good response.

Commissioner Rankin. That is fine.

Thank you.

Chairman Flemming. Commissioner Ruiz.

Commissioner Ruiz. I have no questions.

Chairman Flemming. Commissioner Saltzman.

Commissioner Saltzman. No questions.

Chairman Flemming. There isn't any doubt in the minds of many of us that have been here the last few days that the council and the monitoring system is really the heart of the operation that is taking place at the present time.

I wish that the time factor was such that we could go into it in more detail.

I share your feeling that the secret, certainly, at the moment is the fact that you are officers of the court. I listened with interest to some of the obstacles that you indicated you have encountered. I noticed once you had to go back and get a court order in order to remove that obstacle.

It seems to me that when we are instituting a system that disturbs the status quo as much as the institution of this system does, that it is absolutely necessary for there to be a group of dedicated citizens who are taking a close look at it and who know that when they observe matters and when they reach conclusions that their observations and their conclusions are going to be considered by someone who is in a position to do something about those observations and conclusions.

I feel that this whole civil rights area, this whole area of desegregation is deeply indebted to each one of you and your associates for what you are doing in order to implement a constitutional provision.

I'm sure we are going to be holding this up as an example for other communities to follow.

I'm sure that what you are doing is going to influence what happens in this area in a good many communities.

Thank you for what you are doing, and thank you for being with us and sharing with us in this way your experience. I appreciate it very, very much.

Mr. Glick. Mr. Chairman, two witnesses have submitted some additional information in the form of a document which will be useful in the record.

The first is a "Summary of Moore School Court Ordered Desegregation Activity," submitted by Mr. Rehmer, the principal.

The second document is a letter addressed to you as chairman from Maria Strandburg, the President of the Congress of Hispanic Educators, on which she expresses further views on the positive aspects of school integration for Chicano children.

I would like to introduce these as Exhibits No. 36 and 37.

Chairman Flemming. Without exception, that will be done.

[Whereupon, the documents referred to were marked Exhibits No. 36 and 37 for identification, and were received in evidence.]

Chairman Flemming. Your last exhibit in the form of a communication from someone who has testified previously, leads me to make this comment.

We indicated at the beginning of the hearing, at approximately this point Thursday afternoon, we would be willing to listen to brief statements from persons who have not been called as witnesses.

I have a list of 15.

The list is closed now because people were provided the opportunity of indicating their interest by going to the staff office and talking with representatives of the Commission.

We will ask each person who is called—and they will be called in the order in which you appeared in the staff office and requested to testify. We will request each person to confine her or his remarks to five minutes.

If you have a written document, you may submit the document for the record, and we will carry the document in full in the record.

Some persons who have testified earlier have asked to have the opportunity of amplifying their comments. The time factor makes it impossible for us to respond to that request.

I have to leave between 6:00 and 6:15 to get a plane that I must get, and other people of the Commission have had to get earlier planes.

Under the rules, under our law and under the rules of the Commission, two members of the Commission may hold a hearing, continue a hearing, provided both political parties are represented. And near the end it will be Commissioner Rankin and myself who will be listening to some of the witnesses.

I am going to ask counsel to call the witnesses in the order in which I have indicated.

I am going to ask the counsel in fairness to everybody to keep time and to indicate when the five minutes has expired. When that indication is given, I will be very happy to have the person complete a sentence and then, if there are additional comments for the record, to make them available to the council.

MR. HARTOG. The next witness is Edward Carpentier.

[Whereupon, Edward Carpentier was sworn by Chairman Flemming.]

TESTIMONY OF EDWARD CARPENTIER

MR. HARTOG. Bearing in mind the Chairman's statement, will you please make your statement?

MR. CARPENTIER. I am sure I can finish this in five minutes.

I'm Ed Carpentier, 1801 South Hazel Court. I'm very much interested in desegregating our schools; more interested in good education. I'm very much against forced busing. I'm against anything where somebody comes along and tells me I have to do something.

I guess maybe I'm a little prejudiced that way, but I have lived too long to have somebody tell me what I'm going to do, if I can keep from it, when he isn't paying me. I have worked with, I have been a supervisor all my life outside of five years when I was a credit manager.

I have worked with all kinds of people. I didn't realize there was any difference between races, colors, creeds.

If there is any question about that, you might check with the people I used to do business with. There is no problem at all so far as I'm concerned with anybody.

I might say I'm a member of CANS, and I'm proud of it. I'm here because any time I see a group of ten people or more I want to see what is going on. That is why I am here.

I was told I shouldn't mention names. I'll try not to do that, but I will say this: that they say I could mention other organizations. I have been to PLUS meetings. I am a regular customer at CEC meetings. I am not a member. I will say this: they have treated me like nearly one of the family, really, I guess, because I go so often. I have nothing to say during the meeting but I talk to them afterward, and I complained one time that that's—there is nobody, just one monitor in our school, which is an elementary school about a half block from me. They said if you want to be a monitor, and I told them I thought I would consider it.

The next day they told me I was a monitor, just that simple. I took one look at the questions I was supposed to fill out on principals, teachers, adult parents, children, and I didn't want to be a monitor. That was not their fault it was mine. I was given the chance and I appreciate their honesty and consideration.

These people that were right up here at the table just a few minutes ago are the ones that did that for me. I think it is very fair. They knew how I felt. They knew I was a member of CANS. They knew I was against forced busing. Still they considered giving me a chance.

I have talked to many of these people since, and I might tell you, when I first started to go to the CEC meetings. I went with the idea of seeing what the enemy was doing. That was my idea. With few exceptions, I have to say that those people I think are trying to do the same thing that CANS is doing and I have been trying to do.

I'm connected, not officially, but as I say, I live half a block from an elementary school. I have nobody in school now. All last year with the exception of a few days when I was out of town I went over to the elementary school and helped out in the sixth grade because I am interested in boys and girls; I'm interested in the academics. I'm not interested in play time and so forth, and the kids needed some help. The principal asked me to help.

I guess it came from the administration upstairs, first. And I did. We also brewed up a contest, scholastic contest for the boys and girls in the sixth grade. They got trophies for being high high three boys and high three girls. We had a contest making bird houses where they can learn how to measure, different parts of construction are area, volume.

We are doing the same thing this year. We are doing the same thing in our paired school, Gilpin. This is not just a matter of making bird houses on their own time after school. They can learn what area is, how to get area, how to get volume, circumference, radius, all these things.

The teachers agree it is an educational program along as something constructive.

I won't spend more time on that.

Mr. Hartog. You have ten seconds.

Mr. Carpentier. I have a criticism of the group here.

Chairman Flemming. If you desire to submit additional thought or thoughts on it, please feel free to do so in writing.

Mr. Carpentier. How much time would I have?

Chairman Flemming. Anytime within the next week.

(Applause.)

Mr. Hartog. The next witness is K. Core Seamon.

(Whereupon, K. Core Seamon was sworn by Chairman Flemming.)

TESTIMONY OF K. CORE SEAMON

Mr. Hartog. Mr. Seamon, could you please state your name, address and occupation for the record.

Mr. Seamon. Yes. My name is Kenneth Core Seamon. I go by K. Core Seamon. I am the President of the American Patriots, Incorporated, a nonprofit Colorado corporation. We are fighting Communism and corruption in government primarily, and the protection of the Constitution.

I am also an independent candidate for President of the United States as a write-in, and I guess you would like me to continue with the statement from here.

Mr. Hartog. I think we need your address.

Mr. Seamon. My address is the Kitridge Building, Suite Number 226.

Mr. Hartog. Thank you.

Proceed.

Mr. Seamon. All right.

Gentlemen, with all due respect to every one of you as individuals, I have to make a statement that I believe that your effort is one, trying to obtain approval of the busing system, even with the knowledge, probably on each of your parts, that the whole country is against it. It comes down to the question of who is government, the people or the peoples' servants in Washington?

I believe that we will all agree that the people have to be the boss when it comes to any kind of a direct confrontation, a complete different type decision. So that is not a hit at anyone in particular. It is just that I think—and you will enjoy this remark, I'm sure—but I think that this whole effort is a waste of time since you do know already that busing should not be.

If you don't, you are not listening to the proper people. You are not listening to the people of the United States, the mothers who are distraught by the whole thing, the fathers who don't like it, many, many people. The biggest majority, I am sure, don't like the situation at all and don't want busing, and want it thrown out as soon as possible.

Now, not that I think that you folks are going to give a favorable report in the—in essence, to throw it out. But I do believe it should be done. That is part of my stand. I believe that the busing issue is very positively from the beginning a part of a Communist conspiracy, and I'm not yelling McCarthyism, or I don't want it labled at me.

It is a very definite part of a Communist conspiracy and began as an experiment in the mass movement of peoples from one bad economic area to another area that is more favorable economically, which of course would be without their consent and which, of course, were to happen, we would be under a dictatorship in this country right now.

I don't think I will say too much more except, in my statement, because it is pretty direct, except that it is my firm intention in the capacity that I'm in and representing the people of Denver, it is my firm intention that I will be taking Judge Doyle locally to court to get him to reverse his decision on the busing issue if it is humanly possible, not just myself, but a group of attorneys with me, as soon as possible, to get him to reverse his decision on the busing issue on the basis that he has been making law, not interpreting it as he should be doing.

So I would say the sooner we can do away with commissions like this, we will save a lot of money. The sooner we can do away with busing, we will make the American people feel like they have America back once more.

CHAIRMAN FLEMMING. Thank you very much.

(Applause.)

MR. HARTOG. The next witness is Mr. Joseph Thomas-Hazel

[Whereupon, Joseph Thomas-Hazel was sworn by Chairman Flemming.]

TESTIMONY OF MR. JOSEPH-THOMAS HAZEL

MR. HARTOG. Would you state your name, address and occupation for the record?

MR. THOMAS-HAZEL. My name is Joe Thomas-Hazel. My address is 3800 East Mexico Avenue, Denver, Colorado, 80210. My profession is research scientist.

MR. HARTOG. Thank you.

Mr. Chairman, Mr. Hazel has submitted a document which I request be inserted in the record at this point with the appropriate number.

CHAIRMAN FLEMMING. Without objection, it will be done.

[The document referred to was marked Exhibit No. 38 for identification, and was received in evidence.]

MR. THOMAS-HAZEL. Mr. Chairman, and distinguished members of the civil rights commission, first I thank you for this opportunity to appear before you this afternoon.

Second, I'm a native of Denver, having attended all-white schools of Washington Park Elementary, Grant Jr. High, and South High School. I have always been proud to say that I'm a product of these schools, having an education equal to any of my white classmates.

Because of the negative home life I endured, I have often asked myself where I would have been today had it not been for my teachers and classmates from these schools. As a tribute to my teachers, classmates, and others, my dream is to establish an institution of higher education for the gifted located on my property, which has been in the family since 1910.

Third, although I'm single with no children, I want the children of my friends and neighbors to enjoy the same quality of education which I was privileged to have.

Therefore, I consider busing in Denver a complete insult to the integrity of all races and nationalities of Denverites, in violation of the Constitution as follows:

The Amendment, the First Amendment, separation of church and state; the right of peaceable assembly. Exhibit A is—the Chairman has. It is a copy of this article from the Soho News, "City School Puts Kids in Caste System," by Steve Wallach, former teacher of New York.

Albert Shanker, in his United Federation of Teachers was the cause of busing in the first place a decade ago when they refused to provide good teachers to poor neighborhoods. They were also rejected—they also rejected the neighborhood school concept and Baynard Ristin then proposed to have busing as an alternative.

Since the Jewish religion is the only large group to teach their children how to read before attending school, they are the only group that can benefit from the tracking system of Shanker, that is, a system of educational discrimination based on the reading ability at an early age, providing the best teachers to the good readers and the worst teachers to the poor readers.

Force busing violates the parents' and childrens' right of peaceable assembly and parental supervision of the children.

Article 13, slavery: busing is a part of the educational system forcing children and their parents to accept a system which may be harmful to the development of the child. I see forced busing as involuntary servitude.

Article 9: Enumeration of Constitutional rights and denial—this was a sort of a catchall for things that weren't specifically enumerated in the Constitution. Along with the assumption that one lives in an area of their own free choice, it is also reasonable to assume that parents have a free choice over where their children go to school.

Article 14, Section 1: in the privilege of parents to send their children to schools of their choice as tax payers and property owners is abridged under forced busing.

Forced busing is a variation of an old con game, which is played as following. Realtor sells house to black at premium, then tells white neighbors black is moving in and their property will be devaluated. White sells below par and realtor sells to another black at premium.

I live within two blocks of the relatively, two relatively new schools, Mitchell and Corey. I am about mile from South High School. I have talked to many black students who live elsewhere and are bused in. Not one of these students like their respective schools. I haven't found a single student that has said that they enjoyed it.

MR. HARTOG. 20 seconds left.

CHAIRMAN FLEMMING. As indicated, the full text of your statement will appear in the record. We appreciate your coming before us.

MR. THOMAS-HAZEL. All right.

Thank you.

MR. HARTOG. The next witness is Ms. Nancy Mentzer.

[Whereupon, Nancy Mentzer was sworn by Chairman Flemming.]

TESTIMONY OF MS. NANCY MENTZER

MR. HARTOG. Would you please state your name, address, and occupation for the record, please?

MS. MENTZER. I'm Nancy Mentzer, 796 South Jersey in Denver. I am a housewife. I'm President of the McMean School Community Association.

It bothered me very, very much that none of the part-time paired schools were appearing under the elementary set, and so I signed up to do that.

Now, I'm going to have to read this because I have a lot to cover real quick and I do have a couple things that I want to turn in to you.

As I said, all the teachers and principals at my particular school were really bothered by this because all 36 elementary schools, we have been the ones that have been really totally involved in busing in these two years. We have seen the total action. We have lots to say. Besides, it appears we are going to probably continue to be the 36 that will be involved in some type of total pairing, not part-time, but a total pairing.

I want you to understand I'm here as one interested parent. I cannot really speak totally for the whole organization because we are really a diverse group of parents.

So I sort of look on part-time pairing as a two-wheel bicycle with training wheels: for two years we rode around on the training wheels. Now it is time, according to the court, to take them off.

The sad part now is that represents a total change for all of our children again. We still have to learn to balance on those two wheels.

Part-time pairing went well because the children were able to bend and because the teachers and parents and the principals of those schools worked really hard to make it work.

We are two schools, McMean and Fallace feeding into one minority school, Smith. The work the principals and teachers and clerical staff that had to do last year at the beginning of the year was out of sight. They had to get all siblings going at the same nine weeks to the same schools. They had to know what children were coming in from two schools or from one school, what room they would be assigned to, and keep the kids from crying when all this happened and keep the children happy and keep the frustrated parents calm.

It was really an out-of-sight thing that went on at the beginning. And they did a super, super job.

At one point our paired school, the minority school, had four buses sitting outside at one of the nine week changes. There were children standing in there that had to get on one bus to go to Fallace for their half a day, another bus to go to McMean for their half a day. Out the other door were kids being satellited because Smith had been overcrowded and they had to ask the court to satellite 200 of the children.

So after the nine-week time there is a bus out there for Bradley and a bus out there for Mont Clair. For some of these kids this represented their fourth school in a four-to-six month period. That is tough.

I was there at the time. When you looked at those little faces, sort of like: "Now where do I go?" or "What bus am I supposed to be on?" It was really frustrating.

This year many of the technical problems have been ironed out but there are a lot of frustrations are still felt by the parents. I preface each one by "some," because different parents have these different feelings. Some are frustrated because they feel the academic expectations of one school is lower than another and their children's education is suffering.

Some feel discipline needs to be more standardized.

Some feel there is a lack of leadership strength on the part of the principals and feel some of the principals don't believe in making it work. So the teachers feel this, too.

Some parents are frustrated by the numbers problem. What I mean by that is, numbers sometimes in this whole integration thing become more important than individual children. Our children at McMean, we have about 20 percent minority children. These kids stay there. These kids don't do anything. They have felt a little bit of tension from the children coming in from the minority school and tension from their peers that are going out. This has been kind of tough.

I'm bothered by these kids and I have talked to a lot of them, and it bothers them. We had Chicano parents that went to school and said, "I want my children bused, I want them doing what their classmates are doing." But the answer, of course, was, "No, that would unbalance everything."

Parents are also frustrated by the fairness of the court order, why just these 36 schools and why us again? This leads to the biggest frustration, stability. We will be starting our third year on making something better—we could have been but now we are going to be starting over again.

All these frustrations are the reason I'm seeing people leave, not just busing per se. Some of these frustrations. I substituted in DPS in the '60s. I went all over the city and I saw the inconsistencies in this city, and I know why busing is here.

MR. HARTOG. Thank you. Your time is up.

CHAIRMAN FLEMMING. I want to say that I hope that you will present your complete statement, and if you desire to amplify it, that you will amplify it because I think it is clear that our record is not complete on this particular point.

I am going to ask counsel and staff to make sure that the record is rounded out as far as this issue is concerned.

We appreciate your being here very much.

Ms. MENTZER. Thank you.

These two I'm turning in, one is the rap sessions.

[Applause.]

CHAIRMAN FLEMMING. Whatever you want to submit, work it out with counsel.

VOICE. Give her the alternative that she doesn't have to submit, either.

MR. HARTOG. The next witness is Ted Conover.

[Whereupon, Ted Conover was sworn by Chairman Flemming.]

TESTIMONY OF MR. TED CONOVER

MR. HARTOG. Would you please state your name, address and school for the record?

MR. CONOVER. My name is Ted Conover, 99 South Belair Street, Denver, 80222. I am a senior at Manuel High School.

MR. HARTOG. Proceed with your statement.

MR. CONOVER. I would like to address the Commission as a student who has been affected by busing for 7 of my 12 years in the Denver Schools. Shcools. More specifically, I am a senior this year at Manuel. I attended Manuel High last year and I went to GW as a sophomore.

Now, I realize you have heard substantial testimony concerning Manuel's integration experience and the problems and all the facets of that particular move. But the reason I'm here is because I was a student at GW during my sophomore year, and I think a link has been left out concerning the experience of the student who was at GW and was transferred to Manuel for his second two years.

When I was told that I had to leave GW, I was glad for several reasons. For one, it is a school which I think has a very structured social system. It is known for its good education, but unless you are a jock or a superbrain or into the pot culture, you really can't find much of an individual identity.

I have enjoyed Manuel because it is a fresh atmosphere. It is also a very small school, and they are looking for the involvement of a lot of people.

Now, I can't say that my response to hearing that I would have to go to Manuel is typical of all my friends. There is a great deal of anxiety, and a lot of apprehension, especially among kids from families that had had a tradition of going to GW. It is a very neighborhood-community type school and generations of brothers and sisters have been going there.

I know a lot of people who have moved out of the neighborhood to avoid the busing. A lot of people still live in the neighborhood, but use false addresses to avoid going to Manuel. And I know even more people that would not have gone were it not for the extensive efforts of the administration and faculty members, in particular, in encouraging Manuel to students.

It's been a positive experience for me, and I think it has been a positive experience for the people who stuck it out and really tried to make something of the school.

I guess my real point is that integration puts a lot of people through a lot of personal, family and just individual changes, but with the proper preparation and a positive attitude, I think it can be a very worthwhile experience.

I don't have much more to say, if you would like to ask any questions.

CHAIRMAN FLEMMING. We appreciate very much your coming and giving us the benefit of your experience.

Thank you very much.

MR. HARTOG. The next witness is Mr. Leroy Haines.

[Whereupon, Leroy Haines was sworn by Chairman Flemming.]

TESTIMONY OF LEROY HAINES

MR. HARTOG. Mr. Haines, would you please state your name, address and occupation for the record?

MR. HAINES. My name is Leroy Haines. My address is 2732 Cook Street in Denver. And my occupation is a communications consultant for a company.

MR. HARTOG. Proceed.

MR. HAINES. I came up front. I've had the opportunity of hearing the last three days. I wear a number of hats. One, I was one of the original three who made the corporation for TEAMS.

I am a TEAMS officer and have been. I also was last year's president of East High School PTSA. I've been working with that program for a number of years along with Manuel, also on the Ballorette Council.

I want to make clear and make certain that the Commission understands that in the past two years as far as it goes with the central administration, that all the improvements—and I say that almost entirely—with all the improvements, they were made in spite of, and I make that very clear, in spite of central administration.

I have here with me all of the minutes from the TEAMS meetings that took place. I personnally had many, many encounters with central administration, including personal visits with the Superintendent at which everything was negative and none of the things were done, which was the reason that we formed the TEAMS corporation: to make certain things happen.

I wonder sometimes why we have inconsistencies such as when we have a beautiful man such as the principal of Manuel High School, and after the Superintendent was placed there, we had to go through a $30,000 audit after it had been audited regularly and yearly and annually like ali other high schools, a $30,000 audit for a program that had been going for many years, that provided all the things that I feel that young people would like to do.

One of the reasons for the innovative school, why another individual was transferred, or I should say, moved up and out of the way to make it just even more difficult. Why also that principal, the only principal in all of the schools in Denver must have another individual co-sign his checks.

I'm concerned about those kinds of things, why that happens. I want you to also be aware that the school board turned down $187,000 at the beginning of this integration that would have made a tremendous difference in how we would have been able to operate and work. Why even at the last hour we on the TEAMS, which means the East and Manuel Supporters, that whole group had to fight to the end for such programs as the Senior seminar, which made East Denver what it has been as well as Manuel, and that type of program, all these years.

I'm concerned, I'm concerned also since I was on the Board of Ballorett, why a 700-acre site that was given to the Denver Public Schools had to go through so much change, to try to get programs for children, and why we finally were able to get buses to run back and forth to the mountains every day, and they couldn't stay overnight. And why all of a sudden we changed the complexion of what it looked like because students were going to stay overnight. And these things have finally happened, as of this year, just barely off the ground.

Talk about busing, I think that is a long, hard, struggle and a lot of money all for naught. I'm concerned about some of these things: Why the inconsistencies of these credit requirements that are now coming down, particularly in the high schools, that will make it hard to get credits for these types of experiences, outdoor experiences and that kind of thing. Why the summer program which we talk so highly about that turned the kids around and all during that summer, why we worked so hard, why at the last hour after we had totally put together the full program as well as the financing why we couldn't get it off the ground.

I thank you for that. I think that we ought to also say thank you, and I'm going to say it, to the people of Denver. And I mean all of the people of Denver have made this thing go and will continue to make it go and I'm proud to be one of them.

MR. HARTOG. Thank you.

CHAIRMAN FLEMMING. Call the next witness.

MR. HARTOG. The next witness is Martha Radetsky.

[Whereupon, Martha Radetsky was sworn by Chairman Flemming.]

TESTIMONY OF MARTHA RADETSKY

MR. HARTOG. Submitted at this point is Exhibit 40.

[The document referred to was marked Exhibit No. 40 for identification and was received in evidence.]

MR. HARTOG. Would you please state your name, address and occupation for the record?

Ms. Radetsky. My name is Martha Radetsky. I live at 140 South Franklin. I am a member of the Community Education Council as an occupation, primarily.

The statement that I wanted to make is really because you asked for something that would be of assistance to other districts in how to go about desegregation. I am coming from a point of two former witnesses, Fred Thomas and Dorothy Valett, mentioned citizens groups that have worked from, actually since the Brown decision, but worked very hard from the early '60s until now to bring about action, hopefully not having to go through the courts.

However, we had to go through the courts with all the citizen involvement that there was.

CLC was citizens from one community mentioned, human relations groups, black educators, everyone that you could gather together came together and worked for a good desegregation process for Denver.

We have come through the first part. We have come through all of the legal procedures that we can go through. We are at an end of that. Then where are we?

We are in a process that our School Board member, Mrs. Schomp, mentioned, of getting over seven years of administrative footdragging and resistance. A court order alone is not going to do that.

What we need is still that continued participation by every group of citizens that we can muster. We don't want anyone to go away. Nobody can afford to go away and say it is done. We have only begun. We have taken a first step.

The next step is for every citizen who has the same desire for eventual integration to continue to work, to continue to inform friends, to continue to gather others about them. If this isn't done, we will lose our beginning which has taken so many years.

I would like to caution any other school district undergoing this same process that people, many of them, dedicated people, are the key to success, and don't let them get away.

Thank you very much.

Vice Chairman Horn: Thank you very much.

We appreciate your testifying.

Counsel, please call the next witness.

[Whereupon, Amy Jordan was sworn by Chairman Flemming.]

TESTIMONY OF AMY JORDAN, STUDENT, MANUAL HIGH SCHOOL

Mr. Hartog. Would you please state your name, address and school for the record.

Ms. Jordan. My name is Amy Jordan. I live at 830 Olive Street and I'm a senior at Manual High School.

Mr. Hartog. Thank you.

Ms. Jordan. I originally came from GW also, as Ted did, and at first I didn't want to go to Manual, not because of the integration, but because

I had such a good time at GW and I really liked the school. But I became a cheerleader last year and I'd like to talk about the spirit at Manual.

As a cheerleader I see a lot of what is going on and I'm in contact with many students. Manual has the most spirit of any school I have seen and through the althetic activities, blacks and whites have integrated in a unique way.

Everybody is striving for the same way, victory and sportsmanship. Because for a common goal people can get together and pull for their fellow man or woman. The athletes get along and therefore we have better teams. Almost everyone at Manual is involved in one or more activities such as sports, music, academics, clubs or other teams like ROTC, speech teams and that.

I'm also a student in the East-Manual Complex, and I'd like to say something that I don't think you have heard of anybody that, you know, a student has been to both schools, and I take classes this year at both East and Manual. And I find it very educational and socially acceptable experience, but there are a few bugs that need to be ironed out which I'm sure will be better in the next few years.

I'd like to thank you for coming to Denver and listening to all these testimonies, and letting us have a chance to speak our minds.

And for my last point, I thank God for the desegregation act, because without it I would have never know of the love, friends, pride and happiness that I have received from Manual High School.

Thank you.

MR. HARTOG: Thank you.

CHAIRMAN FLEMMING: Thank you very much and we appreciate your coming to testify.

MR. HARTOG: The next witness is Mary Louise Vest.

[Whereupon, Mary Louise Vest was sworn by Chairman Flemming.]

TESTIMONY OF MARY LOUISE VEST

MR. HARTOG: Would you give your name, address and occupation for the record.

MS. VEST: I am Mary Louise Vest, 400 Circle Drive. I'm an at home person.

MR. HARTOG: Fair enough.

Proceed.

MS. VEST: I have two points. They are entirely different, that I wanted to bring before this Commission. One is that as a member of—a board member of the Denver East Central Civic Association, I wanted to make this letter which we're submitting a part of your record.

We were not aware that we were to be represented as a civic organization in the testimony of this Commission.

Secondly, entirely apart from the Denver East Central Civic Association, this is entirely divorced, I want to say that I am a parent of a Manual High School senior, one who uniquely came from an independent school to attend Manual.

I think this is a little different orientation than the public school transfer. My son wished to come to Manual and I won't say that athletics had nothing to do with it. He's been extraordinarily happy at Manual. He has experienced a great deal of school spirit.

And because of the warmth and the integrity of Mr. Ward, Mr. Walter Nordby, the counselors, the faculty are really concerned about the individual. It has been a very rewarding experience.

I will say, and I want to say that I feel that Mr. Ward has extraordinary adaptability as does the community, as do the parents of the students at Manual, as well as the students themselves and the Denver public school administration. I feel that Denver has provided a unique example, and I am willing to accord some acknowledgement of the adaptability of the Denver school administration in this.

I am still concerned about the excellence of education. I had a daughter 14 years ago in the Denver public school system whom I felt received a much more academic orientation than is happening at the present. And with the costs of education as they are, I do feel that this is a point that all concerned Americans must face.

Thank you very much.

Chairman Flemming: Thank you very much. Appreciate your being with us. And we will make that letter a part of the record.

Mr. Hartog: Mr. Chairman, that would be Exhibit Number 41.

Chairman Flemming: Without objection, that will be entered in the record at this point.

[The document referred to was marked Exhibit Number 41 for identification and was received in evidence.]

Mr. Hartog: The next witness is Linda Bertrom.

[Whereupon, Linda Bertrom was sworn by Chairman Flemming.]

TESTIMONY OF LINDA BERTROM, INSTRUCTOR, METROPOLITAN STATE COLLEGE

Mr. Hartog: Would you state your name, address and occupation for the record.

Ms. Bertrom: My name is Linda Bertrom. I live at 1704 S. Ivy Street in the City of Denver. I am an instructor at Metropolitan State College and I have two children attending the DPS system now.

Forced busing has become an issue that we will not hear the end of until it's abolished. We the taxpayers have tried it and we don't like it, and we will not let our children be used as guinea pigs in this social experiment.

Forced busing is not good for children and other living things. Instead of integrating, it is disintegrating by segregating peoples into one of five categories with the majority falling into the other category. Classifying people by color of skin or by surnames which directly points out the differences causes antagonism and disruption in the classrooms.

The number one issue, the educational system has not been upgraded, but instead has continued to deteriorate and time spent on the buses could be used to better educate our children.

Our tax monies are being used unwisely in the situation and we continue to pollute our environment while faced with an energy crisis and you continue to insist that our children be transported daily on mechanically unsafe vehicles.

You ask a solution to this monstrous problem and I say, we will not achieve true integration until we the people of the United States of America, living in a free, democratic society, take this decision and other pertinent decisions out of the hands of a select few and corrupt government officials who are now running this country, and unite and stand up and fight for our rights as free people, and we the people who are the majority from all backgrounds will band together and legally and peaceably regain the power which is rightfully ours.

Take heed, for we are just beginning to fight. Admit your mistake now. Forced busing will be ended because we are all children of the universe, no less than the stars in the skies and there are no differences, and there will be freedom and justice for all.

I donate the balance of my time to my husband, Richard Bertrom, who I believe is next.

Thank you.

CHAIRMAN FLEMMING: Thank you.

MR. HARTOG: Mr. Bertrom.

[Whereupon, Barry J. Bertrom was sworn by Chairman Flemming.]

TESTIMONY OF BARRY J. BERTROM, SALES REPRESENTATIVE, BATES MANUFACTURING COMPANY

MR. HARTOG: Would you please state your name, address and occupation for the record.

MR. BERTROM: Barry J. Bertrom, 1704 S. Ivy Street, Denver, Colorado. And you already heard I have children in the school system.

MR. HARTOG: Your occupation, sir?

MR. BERTROM: I'm a sales representative for the Bates Manufacturing Company, and I travel the Rocky Mountains.

MR. HARTOG: Thank you.

Proceed.

MR. BERTROM: I'm not used to public speaking too much, so I'd like to read it slowly.

Until just recently I have been on the borderline for the past few years as far as for or against school busing in order to achieve an equal education for minority class children by way of the racial balance concept.

Actually I was in favor of busing in the late 60s and early 70s, because of my previous feelings that all children should be able to get an equal education. Now, however, the main reason I am against busing is the concept of categorizing children by their appearance or family names. This concept in its totality defeats the entire purpose of desegregation.

In actuality, it strongly points out the differences of races much more to the children and their parents. I'm totally committed to the legal, peaceful abolishment of court ordered busing. But will help formulate an acceptable alternative that will be fair and equitable to all children, be it through equal housing, employment, education, et cetera.

My wife and children and I have chosen to live in Denver. We love this city and its people and all that it offers. We plan to work in every way to improve all the areas of life within the city. It is true white flight from cities to suburbia have been going on for sometime.

However, not anywhere near the numbers in the past few years in Denver. We do not plan to be part of this escapism. Rather we choose to remain and enjoy this beautiful city.

We ultimately would like to see all children attend the closest school to their home in the neighborhood of their parents' choice. It is a difficult—it is difficult for parents to fully participate in school programs and activities across town.

As for the court's decision about certain minority school children within the Denver public school system who are not receiving equal education, on this subject alone there is a great deal of pros and cons. However, if in fact this was the case it appears that a great deal could have been accomplished in the field of education for these children by using the money spent for buses, judges, lawyers, court cases, et cetera, for those children themselves.

As far as racial integration is concerned, nothing can or will be achieved by force. I personally feel the original intent to try this method of desegregation by way of mandatory school busing was well meant. However, it is just too apparent now that this method of equal opportunity, coupled with desegregation is not the answer. Anything that's good and lasting in the history of the world certainly has not come about by force.

The Denver public schools, Chancellor Mitchell and the Community Education Council have been highly praised by this Commission for their attempts to help implement the court-ordered busing program. Very little, or nothing has been said in regards to the people who have nonviolently and legally opposed this mistake.

I feel at this time it would be in the community's best interest for this Commission to now commend all the citizens of Denver, including the Citizens Association for Neighborhood Schools and others who have peacefully opposed forced busing. Their law-abiding and civilized approach to opposition should have received your attention.

As you know, it could have very easily gone the other way as it did in cities across the nation. Fortunately the leaders of the opposition have been level-headed realizing that change can only come about by playing the same game. That's what they are doing now and will continue to do, and I will continue by going through Congress.

A very big mistake is being made by those who label anti-buses, particularly here in Denver, as bigots and against segregation, and I'm afraid that there are some that are bigots, I'm not one of them. By doing so they help to create a wider gap between people.

Those who were bigoted and hated blacks and other minorities in the first place have become more so. Those such as myself, and there are many, who had no hatred or anti-anything regarding race, color or creed, have become saddened and in certain cases very resentful.

In conclusion, I personally will work together with the Citizens Association for Neighborhood Schools for a nationwide, peaceful solution for an alternative to forced busing by way of the United States Congress.

Thank you.

Chairman Flemming. Thank you very much.

Mr. Hartog: Mr. Chairman, the next witness is Mr. Harry Haddock.

[Whereupon, Harry Haddock was sworn by Chairman Flemming.]

TESTIMONY OF HARRY HADDOCK

Mr. Hartog. Would you please state your name, address and occupation for the record.

Mr. Haddock. Yes. I've got a brief written resume here, and a statement of fact and a statement of solution which I'd like to read.

My name is Harry Hardic Haddock. My wife and my four children and I live at 485 Williams, Denver, Colorado. I was born in Denver and educated.

Mr. Hartog: Could you pull the mike closer to you?

Mr. Haddock: Excuse me. Can you hear me now?

My name is Harry Hardic Haddock. My wife and four children live at 485 Williams, Denver, Colorado. I was born in Denver and educated in the Denver public schools. All four of my children were in the Denver public schools during the 1960s and 70s. One daughter graduated from the University of Colorado in 1975. Two children are presently in college, one daughter is in sixth grade at Bromwell School, East Fourth Avenue and Columbine Street.

I graduated from the University of Denver and from Georgetown University Law School, Washington, D.C. I have a private law practice here in Denver. I served in the United States Navy during World War II, in the South Pacific.

The facts are, as I see them, because of the social, political and economic conditions, are complex, it is easy to use this situation as an excuse for not making those hard decisions. I spoke to the Denver School Board on television in support of the Noel resolution. I'm sure you're all oriented to the Noel Resolution. That called for getting this matter taken care of and started . . .

Chairman Flemming: That has been presented.

Mr. Haddock: Very good.

I'm sure you're totally oriented. My hope was to have everyone in Denver help save the good scholastic schools in Denver.

When the court ordered busing became a fact, which many would not accept, the many alternatives were not—had not solved the problems and decay is evident. We know why Denver's desegregation looks good compared to Boston. Denver has survived up to now. But how much longer.

The fact is that Denver must not be bottled up any more than any other city such as Boston. We do not need any more study programs or groups. It is settled, we must have desegregation.

The solution is clear. Desegregation is the obligation of every American citizen or otherwise.

The good scholastic school as maintained provided only a small number of people involved in desegregation plans are placed in any one good scholastic school. The teachers and administrators will not be frustrated as they are now. After each child has been taught to the best of his ability the basic disciplines of reading, writing, arithmetic—from there the student will expand to whatever his ability permits. Denver does not have a sufficient of good scholastic schools to take care of the number of people involved in the desegregation plan.

The solution is that there must be cross-district or cross-boundary busing to provide a place where the people involved in desegregation may go to a good scholastic school.

I'm going to drop off just a little bit from some of the points here. I'm speaking to the points that I have talked about here. And I think it's quite "important" that we start admitting that this is a problem of every citizen in the United States. It isn't just those people that are bottled up in these little ghettos like Denver, if you will.

And it is certainly an obligation that they accept the problem, that they work with the problem, and at this point busing is obviously the only tool that's come forward as any solution as far as handling the problem.

You can go into the ramifications of how this would be perfected. But again, we have tried this in Denver, but Denver can't sustain itself because it doesn't have enough schools to continue. We have too many children in the desegregation program who have to have a place to go, and they have to have a good scholastic school.

I use the words "good scholastic school" because as I have dealt with this problem for years, you don't say high achievement anymore, that's a bad word and you don't talk about all these other things. But you talk about quality education. It's the same thing. It means the same thing. And the results are the same.

And hopefully I'm here, I hopefully stand here and beg and plead that you people that are on this Commission put this idea forward so that it can come to a conclusion. Boston can't solve its problems until it gets cross-district plans, and no other city, Detroit, Richmond, anywhere else.

Mr. Hartog. You have 15 seconds left.

Mr. Haddock. I thank you for this opportunity.

Chairman Flemming: Thank you for coming. I appreciate it.

Mr. Hartog. The next witness is Richard A. Nuechterlein.

[Whereupon, Richard A. Nuechterlein was sworn by Chairman Flemming.]

TESTIMONY OF RICHARD A. NUECHTERLEIN, COMPUTER SPECIALIST

Mr. Hartog. Would you please state your name, address and occupation for the record.

Mr. Nuechterlein. My name is Richard Nuechterlein. I live at 2343 Dahlia, in the middle of Park Hill. I've been a resident there for twelve years. I moved here from Central Michigan, a short term in Detroit.

I have six children, all in the Denver public school system; one at East, three at Gove, three at Park Hill. That should be six.

I'm a computer specialist, that's why I can't add. No less for the civil service.

I'm also an active boy scout leader, a cub scout leader. My wife is extremely active in girl scouts. We have ten years' experience in scouting activities in Park Hill.

I might comment first from our family reaction. I bought a house in Park Hill in 1964 right after the worst of the white flight had occurred. I come from a strong Anglo background, where—a small farming community where I did not want to experience the same bigoted, ethnic isolation which I had experienced as a youth.

I wanted to raise my family in a mixed neighborhood. I feel we have been extremely successful in this. We have no regrets at all of buying in Park Hill and in our subsequent years, including the current desegregation issue.

My children have had a very favorable academic and ethnic exposure within Park Hill schools. We have had no problem with any of their friends, whether they be Chicano, Oriental, black or any combination thereof, which there are a fair number in Park Hill.

The children relate well to the teachers. Smiley, which is where we have all gone—or my children have all gone prior to this fall semester, was extremely well received by the three children who had gone through there.

This past August we unfortunately were involved in a last-minute shift from Smiley to Gove, although an Anglo district, approximately a 3-block wide by 3-block north and south area was shifted to Gove. And for what reason we are still perplexed.

Supposedly I imagine to improve the minority balance at Gove. However, the vast majority of the people with children in that area were Anglo. Here they are taking a group of Anglo people who had lived in Park Hill and attended Smiley, which was an enduring—or going through a tremendous upheaval as far as racial balance.

They were trying to keep Smiley at approximately 70 percent Anglo, and here they shift a very large number of students to Gove. It wasn't a busing issue, because we were 8 blocks from Gove—or 8 blocks from Smiley.

Now the children are walking 16 blocks to Gove. The children do not like Gove anywhere as nearly as well as they liked Smiley for a variety of reasons.

Not teachers. It's not the teachers themselves. They had good relations both at Gove and at Smiley.

Rather they feel there is less opportunity available, educational opportunity available at Gove than there are at Smiley. They were not involved in after-school curricular activities at either Smiley or Gove.

By the same token, during the school day they had a relatively excellent rapport in both schools. But the children come back and they say they just don't like Gove. If they had any way they would gladly go back to Smiley.

The last minute, when I say "the last minute," this is approximately August 7th when we first learned that they were being shifted from Smiley to Gove, there was considerable consternation. There was no rhyme or reason from a layman's point of view why they were shifting.

Mr. Hartog. You have a minute left, sir.

Mr. Nuechterlein. Thank you.

From a scouting program point of view, we see virtually no problems in children being bused out of the area except for those pack meetings which occurred immediately after school. Many of the cub scouts cannot attend pack meetings. Whether they're shifted into packs outside their own area, I don't know.

But from a neighborhood point of view, we felt that the desegregation issue was a very positive experience for our family and for the neighborhood.

Thank you.

Mr. Hartog. Mr. Chairman, that concludes the open session.

Chairman Flemming. I'm about to adjourn this meeting.

However, before I do so, I would like to say to those who are still with us that we will now take the testimony that has been presented, the evidence that has been presented, we will evaluate it as a full Commission. Then on the basis of our evaluation arrive at findings and recommendations.

Also, as I indicated at the beginning, the report relative to Denver will be a part of a larger report that we will be submitting to the President and the Congress in August.

As I indicated at the opening, we will hold similar hearings to this one in Louisville and Tampa, then we will be conducting through our Staff and through our state Advisory Committees, case studies in at least 24 areas, and then also we will be making a survey of about 800 districts by mail and by phone.

We are very appreciative of the cooperation that we have received from the officials of the City of Denver, both in and out of the school system, and also the cooperation that we have received from many, many leaders of the community. Likewise, we are grateful to those who responded to the invitation to make brief statements following the conclusion of the receipt of our formal testimony.

This hearing is adjourned.

[Whereupon, at 5:20 p.m., the hearing was adjourned.]

Exhibit 1

CIVIL RIGHTS COMMISSION

COLORADO

Hearing

Notice is hereby given pursuant to the provisions of the Civil Rights Act of 1957, 71 Stat. 634, as amended, that a public hearing of the U.S. Commission on Civil Rights will commence on February 17, 1976, at the Federal Building, Room 2330, 1961 Stout Street, Denver, Colorado. An executive session, if appropriate, may be convened at any time before or during the hearing.

The purpose of the hearing is to collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution because of race, color, religion, sex, or national origin, or in the administration of justice, particularly concerning public school desegregation and equal educational opportunity; to appraise the laws and policies of the Federal Government with respect to denials of equal protection of the laws under the Constitution because of race, color, religion, sex, or national origin, or in the administration of justice, particularly concerning public school desegregation and equal educational opportunity; and to disseminate information with respect to denials of equal protection of the laws under the Constitution because of race, color, religion, sex, or national origin, or in the administration of justice, particularly concerning public school desegregation and equal educational opportunity.

Dated at Washington, D.C., January 12, 1976.

ARTHUR S. FLEMMING,
Chairman.

[FR Doc.76-1305 Filed 1-15-76;8:45 am]

FEDERAL REGISTER, VOL. 41, NO. 11—FRIDAY, JANUARY 16, 1976

PLANNING...
QUALITY EDUCATION

Exhibit 2

A PROPOSAL FOR INTEGRATING THE DENVER PUBLIC SCHOOLS

ROBERT D. GILBERTS, *Superintendent*

OCTOBER, 1968

BOARD OF EDUCATION

JAMES D. VOORHEES, JR. . . . . *President*
ALLEGRA SAUNDERS . . . . *Vice-President*
JOHN H. AMESSE, M.D. WILLIAM G. BERGE
A. EDGAR BENTON STEPHEN J. KNIGHT, JR.
RACHEL B. NOEL

EXECUTIVE STAFF

ROBERT D. GILBERTS . . . . *Superintendent*
HOWARD L. JOHNSON . . *Deputy Superintendent*
CHARLES E. ARMSTRONG . *Assistant Superintendent*
Division of Planning and Engineering
RICHARD P. KOEPPE . . . *Assistant Superintendent*
Division of Education
EDGAR A. OLANDER . . *Assistant Superintendent*
Division of Administrative Services

A PROPOSAL FOR INTEGRATING THE DENVER PUBLIC SCHOOLS

PLANNING STAFF

DENVER PUBLIC SCHOOLS	**CHARLES E. ARMSTRONG** *Assistant Superintendent* *Division of Planning and Engineering*
	JOSEPH E. BRZEINSKI *Director, Research Services*
PLANNING CONSULTANTS	**JOHN DEMPSEY & ASSOCIATES** *Denver, Colorado*
EDUCATIONAL CONSULTANTS	**DAVIS • MacCONNELL • RALSTON** *Palo Alto, California*

In addition to the work of those noted above, many staff members of the Denver Public Schools have made significant contributions to this plan.

The Hispano Education Advisory Committee
Recommendations to the Board of Education

CURRICULUM (READING)

Response 1.

RECOMMENDATION:

1. That the Executive Directors of Elementary and Secondary Education and their assistants take necessary steps to provide inservice training in the use of Reading Packages for new teachers as well as retraining for teachers transferring from one reading package to another.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

At the elementary level this was done. All teachers new to packages, as well as those transferred to a school using a different package, received inservice instruction in August and will receive ongoing inservice throughout the school year. In addition, supervisors visit each school by themselves or with national consultants representing the package used in that particular school. Elementary coordinators also are in each building weekly to provide instruction and assistance to reading package teachers.

Reading packages in the true meaning of the term exist only at the elementary level. Reading instruction at the secondary level does not involve a "package" approach. Elementary teachers who teach reading packages are provided a paid inservice for a minimum of three days in August. Throughout the school year, there is additional inservice, some of which is paid and some of which is voluntary. There are four people in the Department of Curriculum Development who, together with elementary coordinators, provide additional inservice assistance to teachers who manifest the need for it. This frequently comes in the form of direct assistance in the classroom. There is no reason that any teacher of an elementary reading package should not be able to receive any inservice assistance necessary to do the job which is to be done. For reading laboratory teachers in secondary schools, there is a three-day inservice program provided each September. Substitute teacher time has been provided to cover the classes of teachers released for this inservice.

For those teachers involved in the federally-funded EDL reading laboratories, there is a monthly inservice concerning management of the laboratory as related to instruction. Teachers in those EDL reading laboratories which are funded exclusively by the Denver Public Schools have not been receiving any formal inservice during the school year.

Those schools which are modifying their reading laboratory approach are receiving individual help from Mr. Jim Roome or Ms. Eileen Allen to accomplish this transition.

FUTURE PLANS: The present provisions for inservice at the elementary level seem to be adequate. At the secondary level, those teachers in federally-funded laboratories seem to have adequate inservice opportunities. Teachers in District funded laboratories will be included in ongoing inservice programs in the future as funds permit. Those inservice activities which are voluntary will be opened immediately to all reading laboratory teachers.

COMMENTS:

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INTRODUCTION

In May 1968 the Board of Education of the Denver Public Schools, through Resolution 1490, directed the Superintendent to submit a comprehensive plan for the integration of the Denver Public Schools; such plan then to be considered, and refined by the Board, the Staff, and the community prior to its adoption. Two major elements keynote this resolution. First and foremost is the emphasis upon a comprehensive plan for integration. Second is the provision for thoughtful consideration and refinement of the proposal. The plan which is proposed meets these criteria.

Quality-Integrated Education

As the Superintendent, the consultants, and the staff began studying possible courses of action it became clear that while the reduction of concentrations of minority racial and ethnic groups in the schools would be an important step toward integrating school populations, the actual existence of equality of educational programs in all schools would rest upon provisions for quality education as well. These, then, are the bases upon which the plan is built--so that the goal of Quality-Integrated Education can be achieved.

A Comprehensive Plan for Quality Integrated Education

That plans for racial integration must be accompanied by concomitant provisions for quality education is obvious. Research has indicated that even when integrated education is achieved, the need for intensified educational programs continues. Children of all races who come from deprived environments require additional educational efforts if they are to overcome the limitations imposed by their background and to realize their full achievement potential.

A second, major justification exists for constructing integration plans upon a comprehensive program of quality education. Parents of all races desire the best possible education for their boys and girls. When parents are presented with a comprehensive integration plan, combined with the benefits of superior educational programs, they are likely to support such proposals.

Consideration of some of the more important elements of the proposal will assist in understanding the comprehensive plan.

Model-School Concept

Key to the plan is the concept of elementary and secondary Model-School Complexes--each a localized unit of the school system. The Model-School Complexes are designed to preserve the best of two worlds. The neighborhood school would be maintained as the basic unit, but maximum social and racial integration would be achieved by providing special programs--too expensive to offer on a neighborhood basis--in the larger areas comprising the cluster.

Each cluster will form an administrative unit that designs its own instructional program to conform to the interests and requirements of the students it educates. Within each cluster will be central administrative and resource units with specialized personnel to aid in the development, evaluation, and diffusion of educational innovations. It is planned that the special opportunities offered within these centers will promote integration by attracting pupils of all races.

Pupil Transportation and Assignment

Study has shown that the Model Education Complexes will go far toward broadening integration in schools in all but a few core areas of the city, heavily populated by minority families. To achieve meaningful integration in these areas other approaches will be required. These include:

- transportation of minority pupils, on the basis of geographical attendance areas, to other schools where room exists
- an open-enrollment plan, with transportation provided by the School District whenever integration in the receiving school is improved and when the requests are reasonable in terms of numbers and the district's resources.

Quality Instruction

Within the comprehensive plan are proposals for outstanding, innovative educational programs which will promote integration through racially and socially shared learning, such as:

- an outdoor education center with "live-in" experiences
- a new "Space Age" high school center to offer a wide spectrum of educational offerings ranging from the technological to initial college course work

- the establishment of Manual-College High as a joint venture between the Denver Public Schools and a leading institution of higher learning
- pre-primary education programs designed to alter the environment of disadvantaged children by beginning their education at earlier ages than is presently the case. Important to the success of this program is parental involvement, training, and perhaps employment as teacher aides.

Staffing for Integration

Competent teachers and administrative staff skilled in providing quality, integrated education are most important. Continuing attention will be given to their recruitment and assignment. Special efforts will continue to recruit and assign qualified teachers or administrators from minority groups. Employees will also be provided with a well-planned Human Relations Program designed to promote sensitivity, understanding, and respect for peoples of varied ethnic backgrounds.

School Construction

Implementation of the Model-School Complex concept will make possible the continuing use of many existing structures. However, in some areas schools will be converted to other than their present uses. In addition some older buildings will need to be replaced, and new schools built utilizing the latest design concepts to insure that teachers and pupils will have the most modern educational environment.

Summary

Briefly, then, these are the components of the comprehensive plan for quality-integrated education. The elements are presented in more detail in the pages which follow. The time for their development has been short. More refinement will come through the work of the Superintendent, the consultants, and the professional staff of the School District. The consideration of the plan by the Board of Education and the community will lead to further improvements. This is as it should be for a plan is but a beginning. The wholehearted efforts of concerned parents, teachers, and citizens will be required to translate the plan into action.

THE COMMUNITY

Denver as a city is facing many complex problems; universal problems caused by changes which have accelerated during the past two generations to a degree never before experienced by mankind. Powerful forces, created by the increasing population, expanding mass of knowledge, and rapidly changing technology, are intensifying inter-personal group relations and social stratification, crowding cities and making living more complex and interdependent. Knowledge has proliferated and diversified to the point where there are complete professional curriculums in hundreds of fields. Rapid technological advances have brought change to all fields of human economic activity within the region; in the refinement and speed of communication, in the discovery of new materials in industry, in exploration of space, and in the progress of medical science and surgery.

Technological change has produced much social disorganization. Rapid acceleration in three areas -- population, knowledge, and technology -- constitutes an escalating challenge to the City to anticipate and prepare for the multiplying and complex requirements and trends of the future. Education can not be alone in assuming responsibility. Many other agencies and institutions must assume their role in helping solve social problems. The solutions to these problems depend upon an analysis of many factors including population mobility.

Population

The City of Denver, with a population in 1968 of about 517,000 persons, covers an area of approximately 100 square miles. It is the Nation's 23rd largest city and the center of a growing metropolitan region consisting of Adams, Arapahoe, Boulder, Denver, and Jefferson counties. This five county area contains 57% of the state's population. By the year 2,000, estimates indicate that 65% of the State's people will be concentrated in the metropolitan area. The population data for the decade 1960-1970 are contained in the following table.

POPULATION - DENVER METROPOLITAN REGION - 1960-1970

Year	County					SMSA
	Adams	Arapahoe	Boulder	Denver	Jefferson	
1960	120,296	113,426	74,254	493,887	127,520	929,383
1961	128,000	121,000	78,000	500,000	137,000	964,000
1962	138,000	128,000	84,000	510,000	150,000	1,010,700
1963	147,000	134,000	88,000	511,000	163,000	1,043,000
1964	152,000	138,000	92,000	508,000	174,000	1,064,000
1965	156,000	138,000	95,000	505,000	180,000	1,074,000
1966	159,000	140,000	100,000	509,000	188,000	1,096,000
1967	162,000	142,000	110,000	512,000	196,000	1,122,000
1968	165,000	145,000	117,000	517,000	205,000	1,149,000
1970	175,000	150,000	125,000	525,000	225,000	1,200,000

Sources: U.S. Census for 1960; ICRPC estimates and projections for 1961-1970.

In the past 25 years the Denver region has grown at a faster rate than either the State or the United States. This trend is expected to continue for the next 35 years. However, while the growth rate for the metropolitan region will exceed that of the State as a whole, it is expected to continue at a more moderate pace. This is especially true for the City of Denver which has experienced a marked decrease in its rate of growth. While Denver's overall population has continued to increase, the rate of growth has changed from 1.7% in the decade 1950-1960 to .8% in the 1960-1965 period.

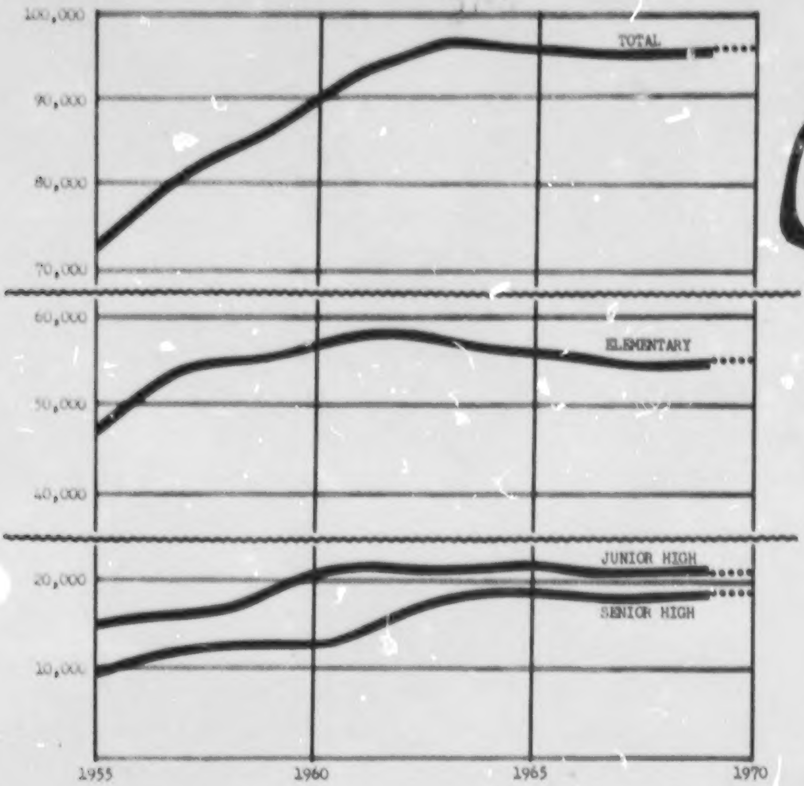
Denver Public Schools

School District No. 1, the Denver Public Schools, with a pupil membership in 1968 of 96,848 pupils is coterminous with City and County boundaries. Enrollment in the schools grew rapidly, 7.4% per year, during the 1950-1960 decade; less rapidly during the period 1960-1965; and now is remaining about constant. Estimates point to a stabilized school membership for the next several years. However, Denver has room to grow and its school population should continue to increase at a gradual rate.

For a number of years school population in Denver has increased annually at each school level, until recently when the city-wide elementary membership began to stabilize. Secondary school memberships appear to be leveling-off since increases this year are small. Membership trends are shown on the accompanying graph.

DENVER PUBLIC SCHOOLS

MEMBERSHIP TRENDS



In the past ten years the rate of growth of pupil membership in the suburban counties has exceeded that of Denver. However, if present trends continue, Denver will remain the largest school district in the region and in the State. Comparative pupil membership figures illustrating this trend for the five county area are shown in the following table:

DENVER METROPOLITAN REGION

Pupil Membership Figures

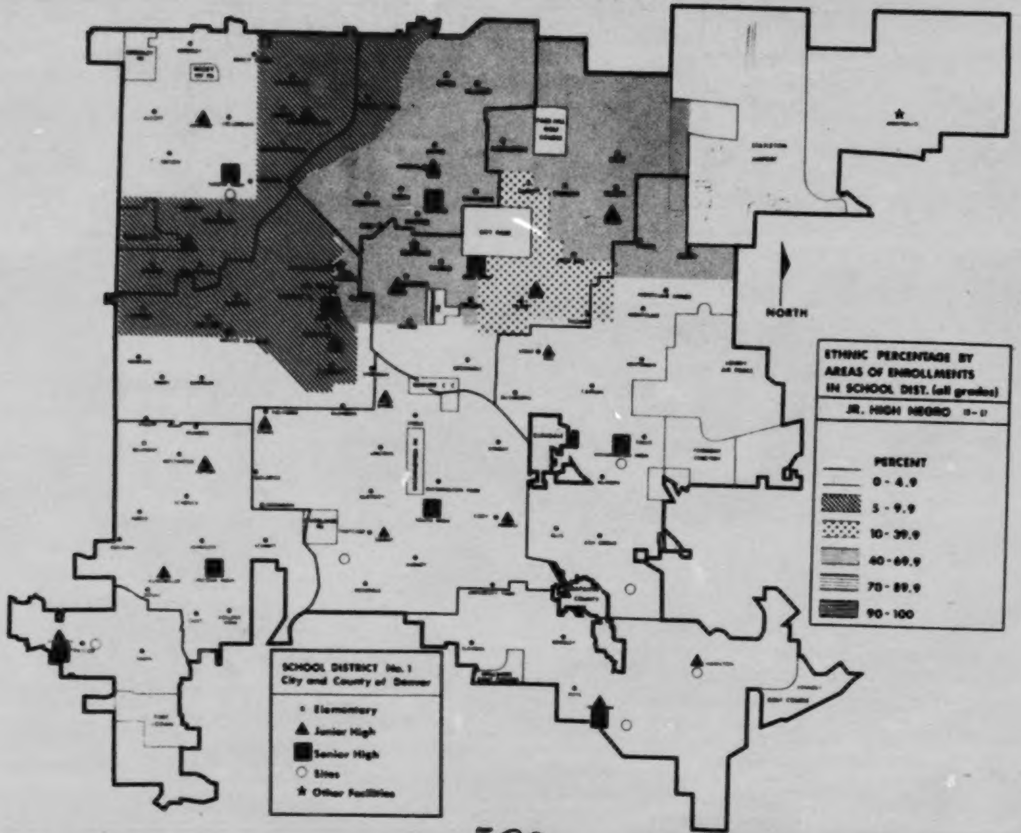
Year	Adams	Arapahoe	Boulder	Jefferson	Denver
1962	35,292	39,132	20,218	42,158	95,230
1963	38,434	42,514	21,707	46,042	96,936
1964	41,260	44,684	23,059	49,079	96,521
1965	42,792	45,498	24,853	51,396	96,260
1966	44,482	46,824	27,065	54,257	96,085
1967	45,960	48,332	28,582	57,242	96,435
1968	48,611	50,205	30,638	59,735	96,848

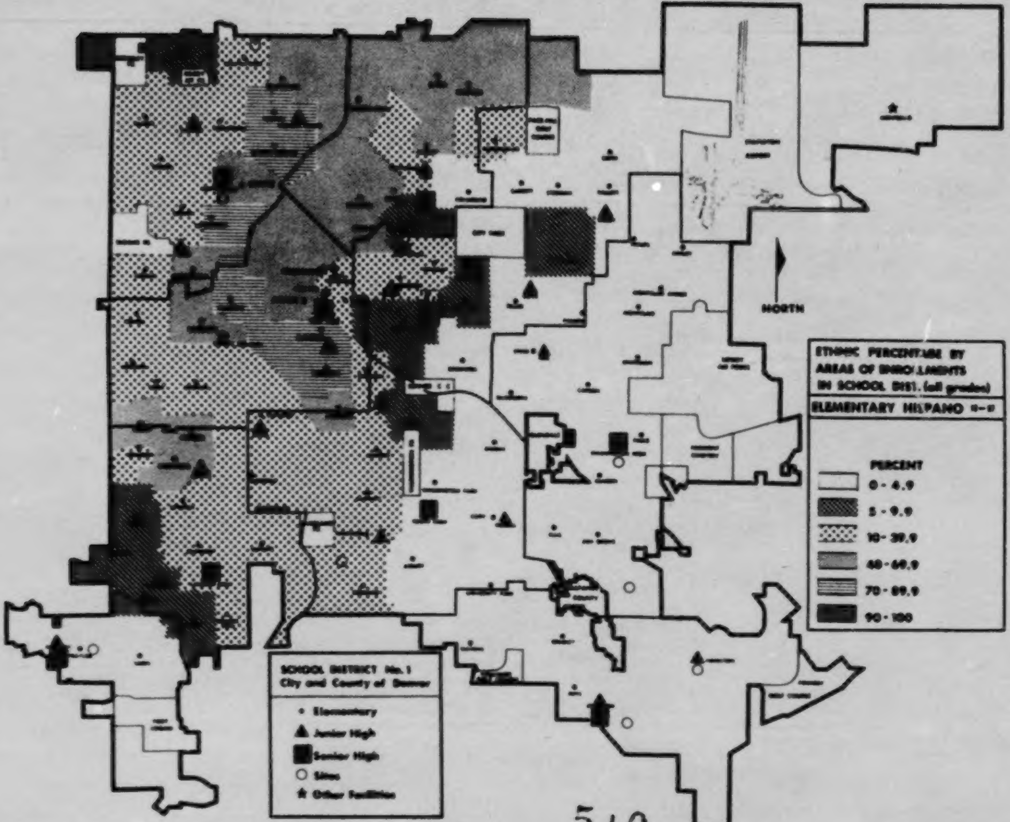
As with other cities and urban areas, the Denver Public School system has had difficulties over the years in meeting school building needs occasioned by population growth and mobility. Presently, public school children are housed in 119 school buildings - 91 elementary, 15 junior high, 2 junior-senior high, and 7 senior high schools. Other educational facilities include the Boettcher School, Emily Griffith Opportunity School, Metropolitan Youth Education Center, and Aircraft Training Facility. Many of the existing buildings are too old to serve adequately the demands of a modern educational program. Age groupings of the school buildings are shown in the accompanying table.

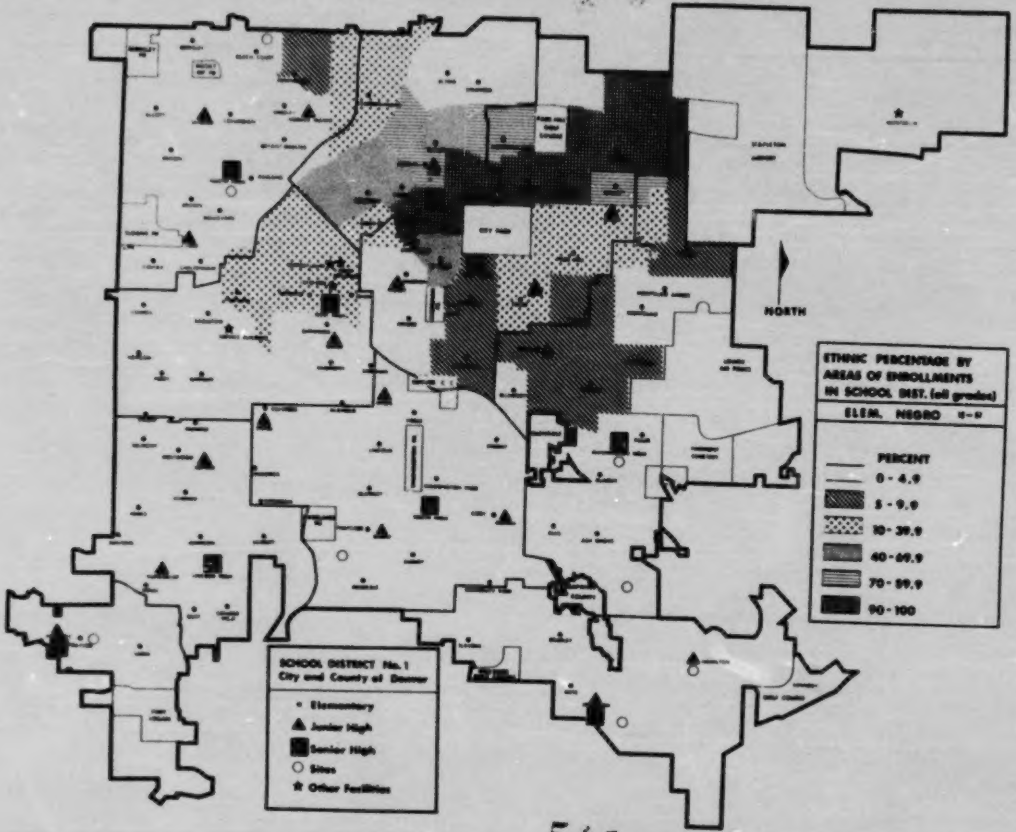
AGE GROUPINGS OF THE PUBLIC SCHOOL BUILDINGS
OF DENVER BY EDUCATIONAL LEVEL

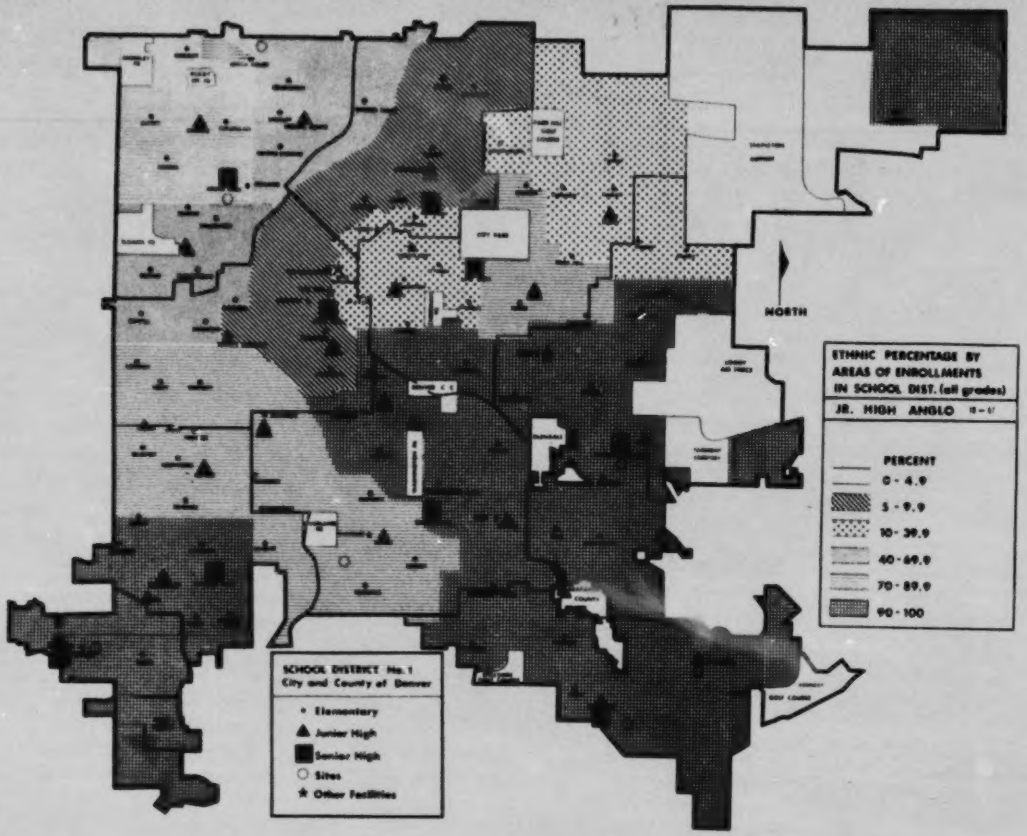
Date of Original Construction	Elementary	Junior High	Junior-Senior High	Senior High	Other	Total
Before 1900	17	0		0		17
1900 - 1920	20	1		1		22
1921 - 1940	17	7		3	2	29
1941 - 1960	34	7	1	3		45
Since 1960	3	0	1	0	2	6
	91	15	2	7	4	119

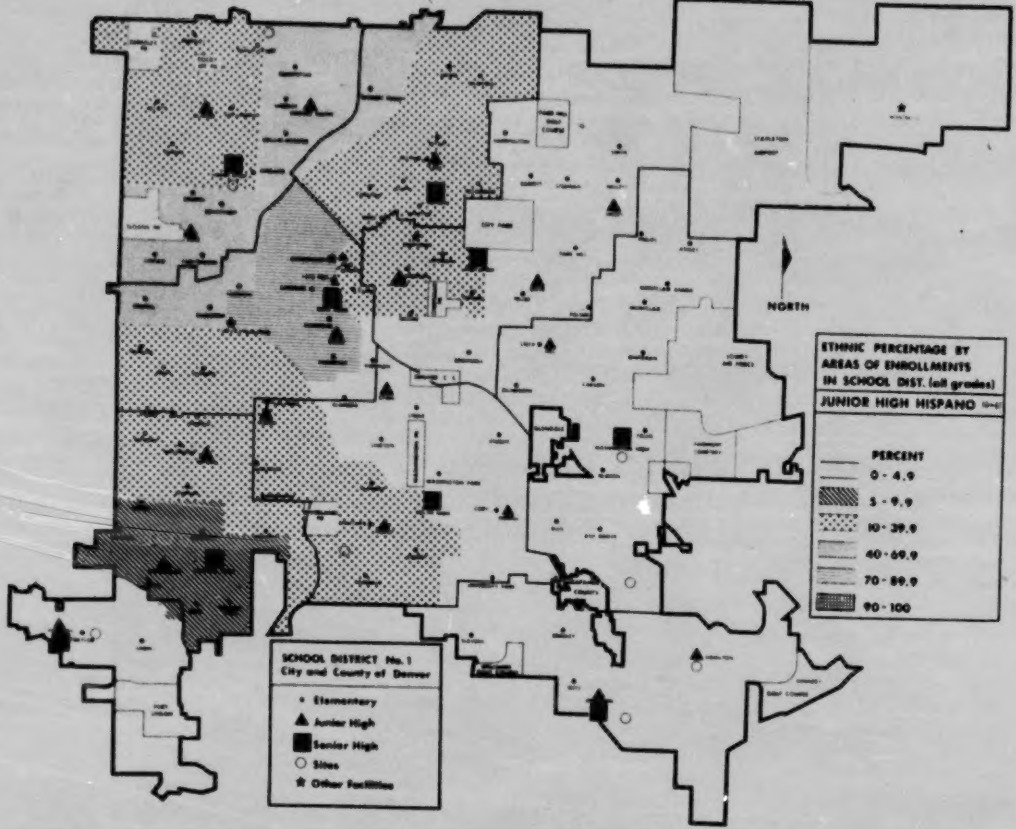
Large areas of the city contain concentrations of ethnic and racial minorities as the result of residential housing patterns, thus making difficult the integration of some schools. The ethnic distribution patterns for public school children are shown on the accompanying charts.

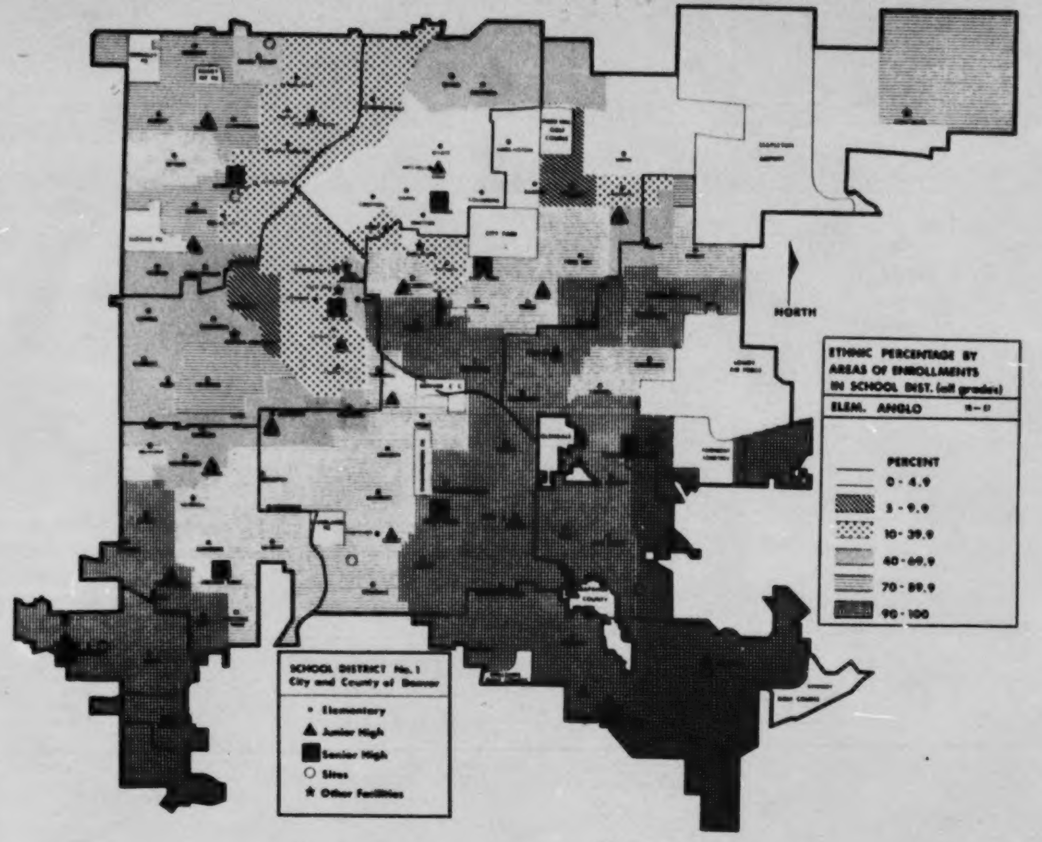

NORTH
ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
JR. HIGH NEGRO 10-17
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
40 - 69.9
70 - 89.9
90 - 100
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
▲ Junior High
■ Senior High
○ Sites
★ Other Facilities

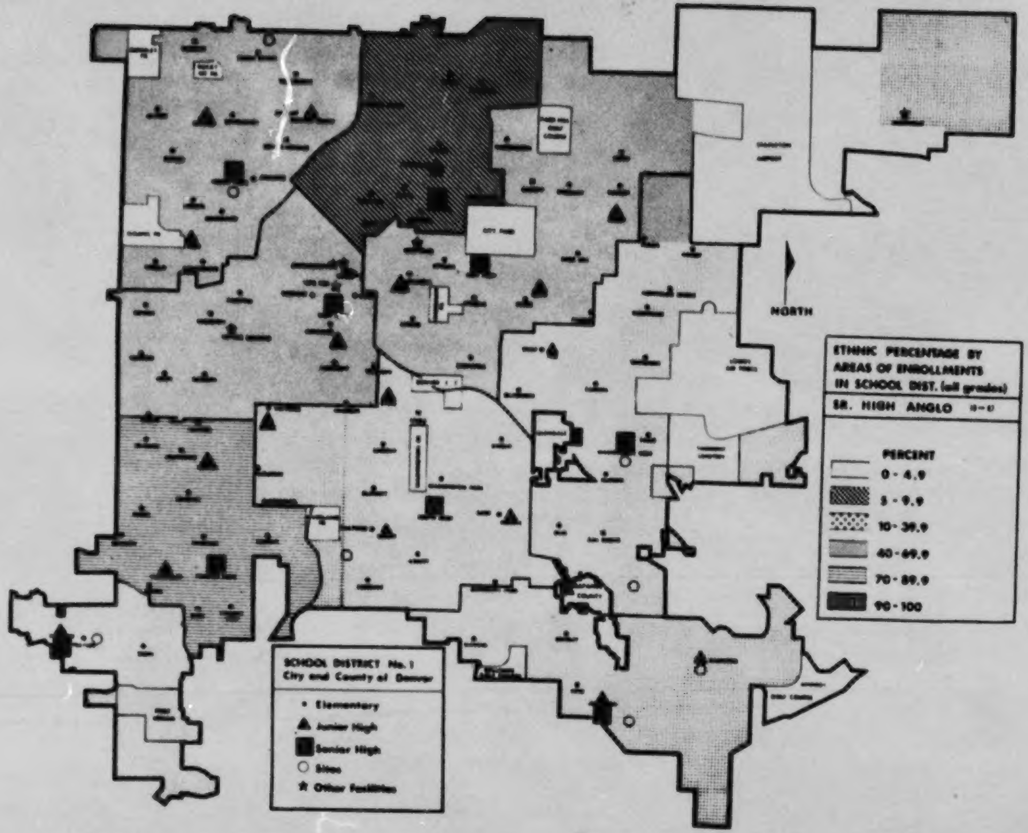

NORTH
ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
ELEMENTARY HISPANO
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
40 - 69.9
70 - 89.9
90 - 100
SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities

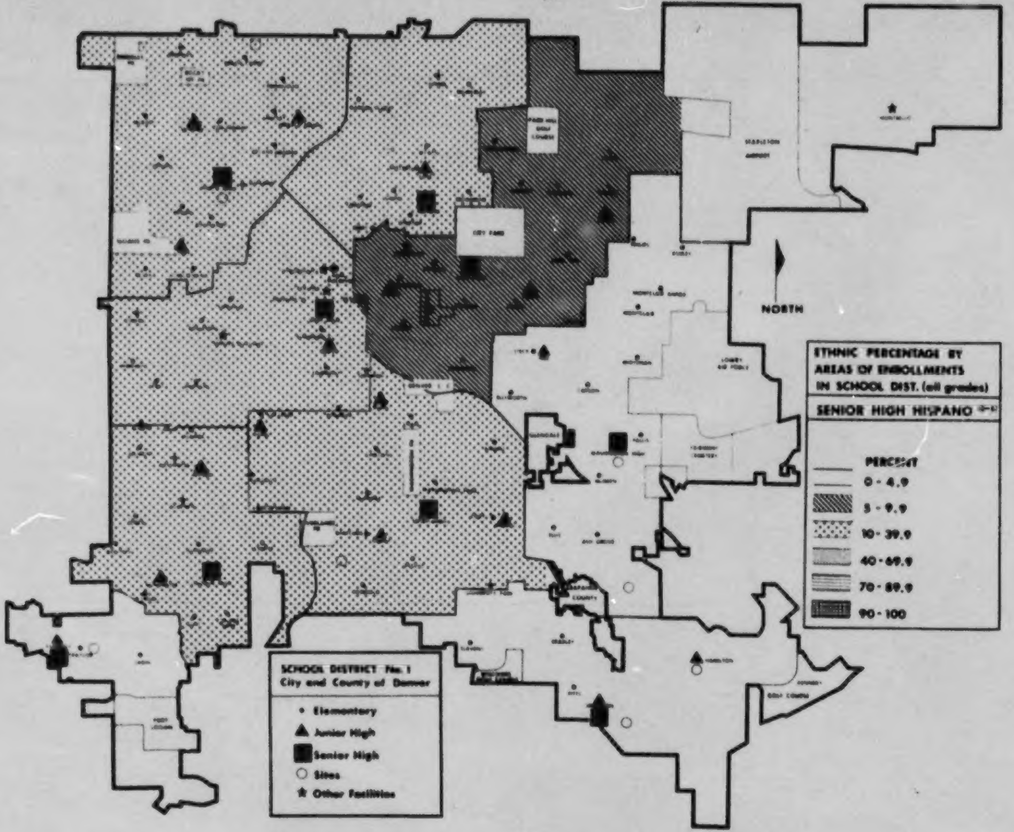

NORTH
ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
ELEM. NEGRO
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
40 - 69.9
70 - 89.9
90 - 100
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
▲ Junior High
■ Senior High
○ Sites
★ Other Facilities
CITY PARK
STAPLETON AIRPORT


NORTH
ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
JR. HIGH ANGLO 10-67
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
40 - 69.9
70 - 89.9
90 - 100
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
▲ Junior High
■ Senior High
○ Sites
★ Other Facilities
CITY PARK
COUNTY


NORTH
ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
JUNIOR HIGH HISPANO
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
40 - 69.9
70 - 89.9
90 - 100
SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities


NORTH
ETHNIC PERCENTAGE BY
AREAS OF ENROLLMENTS
IN SCHOOL DIST. (all grades)
ELEM. ANGLO
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
40 - 69.9
70 - 89.9
90 - 100
SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities


NORTH
ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
SR. HIGH ANGLO
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
40 - 69.9
70 - 89.9
90 - 100
SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities


ETHNIC PERCENTAGE BY
AREAS OF ENROLLMENTS
IN SCHOOL DIST. (all grades)
SENIOR HIGH HISPANO
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
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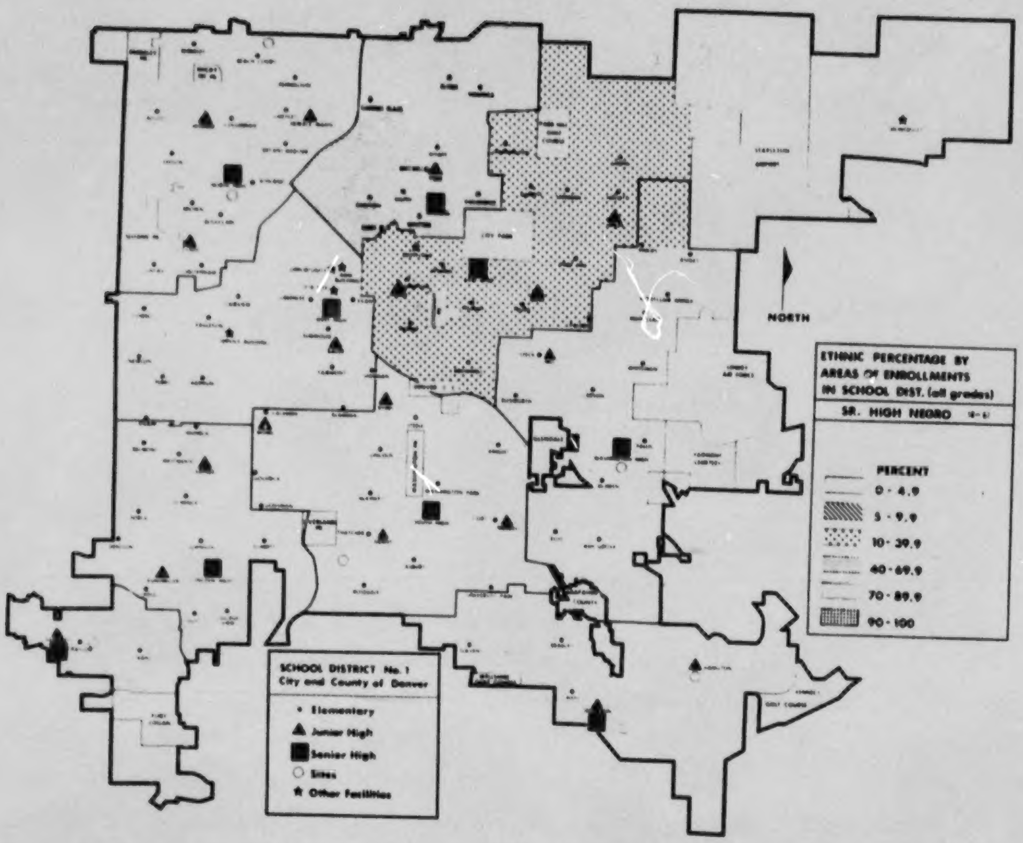
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
▲ Junior High
■ Senior High
○ Sites
★ Other Facilities
NORTH
CITY PARK
STAPLETON AIRPORT


NORTH
ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
SR. HIGH NEGRO
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70 - 89.9
90 - 100
SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities

Because of contributions education can make, schools will play an important role--along with other agencies--in attempts to recycle the residential housing patterns of the City by planning and constructing outstanding school facilities located appropriately throughout the City. Development of new educational programs must be coordinated with comprehensive City planning. Many solutions to the integration problem will be found through metropolitan cooperation and restructuring of the existing educational system to assist in achieving models for successful integration and a high quality educational program.

RATIONALE

There is hope that the citizens of Denver can solve their educational problems. Although these problems are approaching a truly critical state in our urban, disadvantaged areas, there is every indication that they can be overcome.

Those who work in the schools are acutely aware that the educational system, along with other agencies and institutions, is on trial. While there is much that can be pointed to with pride critics have cited conditions which demand solution. Recent national reports highlight the racial crisis in our society and draw attention to the deepening educational gap which exists between groups in our culture.

Certain schools have become saddled with a disproportionate amount of responsibility for what is really a nation-wide problem of society, as well as a metropolitan and local community problem. These are the schools where shifts in residential housing patterns have resulted in a concentration of racially isolated minorities with limited education and low incomes. Human problems abound in these segregated areas. Action for educational progress requires community leadership which understands the nature of the situation. The time for action is short, but if citizens are confident and determined, the challenge of providing quality, integrated education can be met.

One of the great hopes, indeed a necessity, for Denver's future - the breaking of the cycle of poverty and educational underdevelopment - lies in our public schools. It is in the classrooms that a basic opportunity exists for regenerating our youth and our city.

The kind of education we provide in our urban schools must be imaginatively different from that which has been traditional. It is true, as some observe, that teachers and administrators are better prepared than their predecessors, having more advanced and specialized preparation. Likewise, pupils with special educational talents or physical disabilities are provided with special classes. The curriculum in the schools is much advanced and improved in format over that of even a few years ago. Most schools have excellent classrooms, libraries, science laboratories, and other facilities. The books and materials of instruction are among the best ever had. Test scores show that our city's public schools are doing an outstanding job in educating those children who eagerly come to school, motivated by their families to learn. However, there is evidence that the schools are only partially successful with those children who reside in areas where there are lower levels of income and of education. And this is the problem. Though educators have recognized for many years the effects of a deprived environment on scholastic achievement, it is only recently that the public has realized the enormous concentration of intellectual and financial resources required to overcome the effects of limited socio-economic background.

It is a part of the American tradition for an individual to "pull himself up by his own bootstraps." The advice traditionally offered by parents to children has been, "Get a good education."

It has been a matter of national pride that in America anyone, rich or poor, regardless of race, creed or national origin, could get a good education in the public schools and climb the ladder of success.

The system does not work in the segregated poverty pockets of big cities where the situation is infinitely more complex. In these areas inequities are aggravated. A psychological gulf has developed between the school on the one hand and the pupils and their parents on the other. Traditionally, education has depended upon the home to reinforce the work of the school. Many of these youngsters come from broken homes. They are often unable to see a connection between their school work and their lives. Their poorly educated parents cannot get the kind of job which will enable them to move out to the more affluent sections of the city. Overcoming these obstacles is almost beyond the ability of any individual or family. It is extremely difficult for the public school, in this setting, to accomplish its time-honored purpose of helping the individual to better himself.

The recent report of the President's National Advisory Commission on Civil Disorders states that an explosive mixture has been accumulating in our cities since the end of World War II. The ingredients of this mixture are pervasive discrimination and segregation in employment, education, and housing which have resulted in the continuing exclusion of great numbers of Negroes from the benefits of economic progress. Black in-migration and white exodus, which have produced the massive and growing concentrations of impoverished Negroes in our major cities, create a growing crisis of deteriorating facilities and services and unmet human needs. The ghettos where segregation and poverty converge on the young destroy opportunity and enforce failure. At the same time the report points out that other citizens outside the poverty area have prospered to a degree unparalleled in the history of civilization. Thus, it can be seen that the causes of the present conditions are embedded in a tangle of issues and circumstances--social, economic, political, and psychological.

A major source of difficulty seems to be the attitudes and opinions that prevail. Attitudes and opinions are as important as laws in determining the general status of an ethnic group. If ethnic relations in the City of Denver are to be improved, attitudes and opinions must be modified. Attitudes toward events, courses of action, and people are constantly developed in individuals as a result of experiences. Experiencing goes on all through life, and attitudes are built up by accretion with each new experience adding to the sum of the feeling. That is to say, attitudes are learned. It does not necessarily follow that they are consciously taught.

Nevertheless, education can have a deliberate effect, not only on some attitudes of children, but also to a certain extent upon attitudes of the general public. In the present situation, the Denver Public Schools have a serious responsibility for developing instructional programs and school procedures which will foster constructive attitudes among people of all ethnic groups toward other people and toward our objective of quality, integrated education.

To a child, one crucially important determinant of attitude is the experience he has with other children, what he hears about them, what he is taught as he associates with them. As a child accumulates positive experience with other children and children of other ethnic groups, his attitudes tend to become more understanding and more accepting. That attitudes toward other children will in large measure be a consequence of school experience is obvious. There is much truth in the saying that if school integration were left to the children, there would be no problem. Children are born without prejudice, and children of different races adjust to each other quickly and naturally when given an opportunity. However, adults, particularly parents and sometimes teachers, often transmit their feelings to children without even realizing it. In this sense, the largest part of the adjustment will have to be made not by the children but by their elders and this will not be easy.

Discussion, debate, conversation seldom change deep seated attitudes; attitudes which have been acquired over many years. Yet attitudes do change, gradually, on the basis of experience--positive, supportive experience--and it becomes clear that integration in its best sense can itself serve as an important tool for changing attitudes.

Integration can take many forms. More than the mere physical presence of minority group children in a school is necessary, for this is but a form of desegregation. Integrated schools are generally conceived as schools where children of all ethnic groups find that they are respected, that they can be successful, and that what they do makes a difference. The last is especially important. Students with a sense of control over their own destiny do much better in schools than those who are convinced that no matter what they do, they will have little chance in life. Our curriculum must be redesigned to destroy stereotypes and to provide a basis of factual information for constructive human relationships. Relevance in the curriculum, respect for the student, and the continuous cultivation of his capabilities, self-confidence, and self-esteem must permeate the entire school program.

But something more is required. Few would deny that intensive programs can prepare students academically to meet the demands of our society. Most people would agree that properly designed educational programs can build self-esteem, a positive self-image in a student, and at the same time give him skills necessary for success. Such programs do not, however, help children to know the customs of other races, their values and attitudes, and their contributions to our American way of life.

There are many differing opinions on development of ability and self-concept in children of minority groups. The question of how best to educate them has not yet been settled. However, the schools dare not now neglect the education and future of these youngsters. A special effort must be made in the schools with large minority populations. Integration is a value which must be cherished as an objective. Citizens of Denver faced with this problem will meet their responsibilities in a positive manner.

Basic to any plans for integration is a climate favorable to change. Many of the desirable solutions are dependent for their implementation upon funds which must be provided. In our constitutional government, the ultimate decision as to what is right is determined by the most democratic way known to man--the will of the majority--with due respect for the position of the minority. One may say that the majority is wrong, but without acceptance and support by most of the people, no plan will work. A plan which does not work, however "right" it may be, will not help to achieve our purpose.

Tantamount to such a plan is the provision of leadership which will result in deliberate improvement in the educational process and result in the lasting integration of the Denver Public Schools. Identifying the elements of an approach that will speak to the problem while at the same time satisfying the divergent views within our community is a difficult task. It must be based upon informed judgment as to what will be appropriate.

There is no single solution. But there are steps which appear best to be in accord with the aim of providing quality, integrated education. The concepts identified will, with the support of the citizens, be further refined and improved upon in the weeks which follow, providing a basis for action by the Board of Education in determining a policy for the Denver Public Schools, and permitting Denver to take its place at the forefront in both education and racial relations.

THE CONCEPT

One of the most important elements in providing for quality, integrated education is the concept of the Educational Model-School Complex. The idea of an Educational Complex is exciting. It is an approach which takes into consideration Denver as a geographic entity and Denver's educational institution as it exists today while providing an administrative organization which can be stable and yet flexible in a period of rapid change. Such a concept promotes a free flow of ideas among the administration, the teachers, and the community.

The Educational Model-School Complex as an organizational design is unique. It is adaptable to the methodology and facilities required by the social and educational needs of the community. Through the Complex organization, the schools can more effectively assess and meet the needs and aspirations of the community. As changes in society place new demands upon the educational system, it must organize to meet new challenges, to plan, and to provide new services. Specifically, the educational complex would:

1. Provide within the model-school community the special skills, knowledge, and range of services.
2. Lessen the feeling of alienation of teachers and citizens caused in large part by the somewhat inflexible and impersonal district structure.

   The further the decision making process is removed from the local school and community, the more difficult it becomes to meet local needs in an innovative manner. The larger the school district becomes, and the greater the number of schools it serves, the less flexible it is in its response to local school requirements. The community and the schools become accustomed to look to the central administration for service and leadership rather than effectively taking the initiative at the neighborhood level. The central administration tends to be viewed as the place where decisions are made.

It is felt that the best system for decision making places responsibility upon each school or group of schools serving a community while encouraging and assisting them to evolve programs suited to the needs of their children. Such staff and community involvement will foster strong commitment and develop pride in making the school sensitive and adaptable to community aspirations.

3. Be conducive to the establishment of a community-centered school with the subjects, activities, and services, pre-primary to adult, oriented to the requirements of a given geographic area. Such a cohesive approach involving community agencies in meaningful ways would begin breaking down the monolithic structure of our large urban community so that it is possible to afford to revitalize effectively the educational program. For example, such a school would operate day and night, twelve months per year providing a broad range of services to the community.

4. Reconstitute present staffing patterns. Teachers are growing in professional competence. Correlative with this growth is a growing recognition that routine, mechanical tasks should be performed by para-professionals or aides. The intent in staffing the complex concept will be the more efficient utilization of professional training, talent, and time.

5. Require the development of Planned Program Budgeting Systems realistically attuned to effective and economical use of School District monies and resources in order to allow for local decisions. Financial decisions would be more realistic in that they would be made at the level where they would take effect.

Summary

As the foregoing statements indicate an educational complex is a planned system of organization designed to provide quality, integrated education in an economical and efficient manner.

The advantages of an educational complex include:

1. Many potential patterns of pupil assignment with the total complex to encourage multi-ethnic education within the expanded school neighborhood.

2. Utilization of present school facilities in such a manner as to provide maximum educational benefits with minimum cost.

   Unlike the educational park concept which would require abandonment of much of the present school plant with concomitant massive capital outlay for new construction, the educational complex effectively utilizes most of the existing facilities in which taxpayers have a large investment.

3. Unique possibilities for decentralizing the school administrative organization and involving the local school-community thus encouraging initiative and responsibility.

4. Outstanding opportunities for economically providing supportive services not now available in individual schools. These services would include transportation, multi-media mechanical and electronic teaching clinics, complex resource and instructional materials.

5. Increased flexibility in school organization: K-6, K-5, pre-primary-3, 4-6, and the like. It would also provide for multi-age and ungraded activities.

6. Greater individualization of instruction and flexibility of student assignment.

7. An expanded, coordinated curriculum suited to neighborhood requirements.

8. Many possibilities for coordinated planning with community agencies for parks, recreation, libraries, and other city services.

9. Increased availability of staff and service personnel by minimizing district travel time and effecting economies of operation.

10. Finally, there would be the great contribution that can be made when education is freed from the bonds of traditional thinking.

CONCEPT DESIGN CRITERIA

In arriving at recommendations to expand integration throughout the Denver Public Schools, certain important considerations guided the planning. Basic among these criteria are:

- Provision of quality, integrated education for all the children of Denver.

  Historically, the responsibility of the public school was to teach reading, writing, and arithmetic -- the traditional three R's. Faced with the problem of assimilating waves of immigrants the nation looked to its schools. Citizenship education was added to the curriculum. Its goals -- the development of loyal, patriotic Americans with an understanding of our great democratic traditions and institutions.

  Since that time, additional demands have been made upon the schools. They are to build for social justice through educating of the very poor; to develop youth with salable skills or competency for advanced university education. The schools are expected to inculcate attitudes and values to humanize the emotionally scarred child, to aid through teaching and learning in the fulfillment of individuals as unique, priceless human beings; and to integrate racially different children in a wholesome and mutually beneficial manner. These are objectives that call for vision and daring -- for an educational renaissance.

  Commenting on societal expectations, Dr. Sidney P. Marland, President of the Institute for Educational Development, recently said, *"There was a time, no more than 30 years ago, when scholars such as George Counts were asking whether the schools might dare contemplate the creation of a new social order. The question has been answered without our really having weighed it. We in the schools are mandated to create a new social order, an order that genuinely assures universal equality of opportunity; not because we teachers are trained or competent for the task, certainly not because we have sought the task. But we are here; a new social order is happening and would be happening in spite of us; so its processes have been, to a large degree, stuffed into the contemporary definition of education. Stuffed, without due concern for the sufficiency of the manpower and resources available."*

If, in addition to maintaining their unique role of educating youngsters in basic competencies, the schools are to assist society in solving the city's social and racial problems, additional financing and commitment is required. The political agencies of the city, civic, and business organizations and the religious community have a responsibility to assist in defining the parameters of the role the school is to play and in mustering the necessary fiscal and moral support.

Consideration of what is possible.

Public education in Denver is being tested as never before by the expectations of the citizens of Denver.

The recommendations contained in this report have been judged in a pragmatic and very American manner. They have been subjected to the test of practicality. After all the dreams have been dreamed, and the most promising courses of action decided upon, they have been further refined by asking the question, "Is it possible?"

The answer to this query rested upon several other criteria:

- Will the plan unite the community and avoid further polarization?

  Numerous interviews, conferences, discussions, countless letters, and many petitions have indicated what is the attitude and desire of most Denver citizens and teachers. There is a rather large degree of consensus among citizens in the community.

  It is clearly apparent that the citizens of Denver, while rejecting extreme plans, do want to move ahead. They are aware of the magnitude of the problem. They know that Denver's future as a viable city rests upon finding solutions which will improve racial integration in the schools. And perhaps most importantly, Denverites feel a humanistic and moral commitment for alleviating de facto segregation. This is essential, for inevitably improvements in integration involve educational program and policy changes which cannot succeed without public acceptance.

Will the plan immediately move the community forward and lead to lasting gains?

Many solutions which were considered might have produced rather spectacular short-term results at the expense of lasting gains. All of these were rejected. Experience in other cities has shown that people must be led and must accept solutions. The test of a sound plan is that it would initiate action that would fit into a time-phased plan that would keep Denver integrated.

- Evaluation of other plans

Denver is not alone in dealing with integration problems. Cities in other parts of the nation also are facing this serious educational challenge. It, therefore, seemed desirable to study their efforts and to learn what might be applicable in Denver.

Integration plans of all the larger and many smaller cities have been explored. Promising practices such as educational parks, pupil transportation, and magnet schools were studied. Proponents of various plans were interviewed. It became apparent that there existed no completely successful model or prototype which could be transferred to Denver. Claims for some widely publicized approached appeared to be without substance. In other cases, recommended solutions were still untested and existed only on paper. In yet other instances, differences such as geographic size and population numbers made impractical the transfer of successful attempts to the city of Denver.

The best solution of the problem is a specially tailored approach, using the best elements of other plans in moving toward the solution of Denver's school integration problem.

- Is the plan economically feasible?

Each idea proposed was weighed against current and potentially available resources. Consideration was given to the ability of the citizens to pay for the proposal within the current tax structure or through tapping new sources of funds from the state and the federal government.

Plans were also evaluated in light of existing and potentially available manpower and physical plant.

In Denver, as in most cities, necessary financial resources are currently inadequate. This is so because there is a growing concentration of human needs in our schools. Coupled with the inadequate financial ability is a growing concentration of deprived people who tend to be segregated in some areas of the city.

There is considerable evidence to show that:

1. Substantial numbers of urban Denver Public School pupils present significantly different educational needs because of their socio-economic backgrounds. Such needs require costly, new expanded or intensified educational programs and services.
2. These expanded programs and services require a disproportionately high level of expenditures causing severe pressures on tax resources.

These findings have direct relevance for educational policy. They point to increasing fiscal requirements in terms of state and federal support. Problems identified by these findings demand immediate attention. Positive action by concerned citizens is necessary to help secure the monies which will make possible equalization of educational opportunities throughout the city and state and to produce an equitable financing pattern allocating resources to urban areas where serious and urgent problems are concentrated.

In review, potential models which may contribute to furthering integration of the Denver Public Schools were judged on the basis of their potential contribution to the lasting solution of Denver's educational and integration problems -- the goal being expanded educational opportunities and the integration of pupils of all races in Denver's schools.

ELEMENTARY MODEL-SCHOOL COMPLEX

There are large numbers of and marked differences among the public elementary schools of Denver and other big cities of the United States. They differ in size, in type of building, in organization and program, in composition of the faculty and student body, and in educational achievement.

Some of these differences are good. Every elementary school has its own traditions, customs, its special meaning for the children and adults it serves, its unique value to the community, its own character and personality. This is good. On a number of occasions this Board of Education has heard earnest pleas to preserve Emerson, "Denver's little red school house." Schools such as Columbine, Whittier, and Columbian have made much of their seventy-fifth anniversaries. These illustrations point up the importance of a school's individuality.

Yet number and variety have their disadvantages also. Differences in sizes of faculty and student body mean differences in breadth and depth of educational program which can be offered. The quantity and variety of instructional materials and equipment which can be provided at reasonable cost vary from school to school. The same is true of services such as nursing, social work, and special education classes. Most of all, the limited environment of many elementary schools tends to limit the outlook of pupils and, to some extent, faculty. "The little red schoolhouse" in a small community brought together children from families of all levels of income and education, all kinds of occupations, all races, creeds, and national origins in the community, and promoted mutual understanding and good will through their common learning experiences. In today's large urban centers, an elementary school is likely to serve but one, or at most two, ethnic groups and socioeconomic levels.

Thus, not for any single reason, but as a result of various combinations of many factors, marked differences in educational achievement occur from one elementary school to another, and these differences are not good. They amount to inequality of educational opportunity.

One solution to the problem is to make all schools as nearly alike as possible, alike in pupil population, in facilities, staff, materials, equipment, programs, and services. Uniformity is a kind of equality, but equality to be attained only at great cost in money and -- what is truly significant -- at the cost of individuality, of local flavor, of personal freedom and personal identity.

Surely in this day of expanding knowledge of organizational structures, of increasingly efficient means of transportation and communication, it is not necessary or even expedient to sacrifice freedom of choice and the personalities of schools to achieve effective and productive educational programs.

In view of these considerations, the Superintendent, the staff, and consultants evolved the concept of the Elementary School Complex. We call it Complex, although it might be thought of simply as a group of schools, or a regional association, or a local federation -- whatever term most clearly means working together for the common good as a means of serving the best interest of each school and providing each pupil the best possible educational program.

A complex would consist of several schools located conveniently to each other and together enrolling large numbers of pupils. Their combined resources of funds, facilities, and personnel would enable them to provide pupils many programs and services which for individual schools would be impracticable. Their nearness would make it feasible to share these jointly-supported opportunities by a variety of arrangements -- full-time enrollment of a pupil in whichever school best suited him, part-time attendance at a different school for a particular program, exchange visits for special events, circulation of books and equipment, traveling teachers -- all with a minimum of transportation and dislocation.

The schools of a complex would be so selected as to include the widest feasible representation of our multi-racial, multi-ethnic, and otherwise varied community. Thus the sharing of educational resources and opportunities would facilitate integration and common understanding. At the same time each school would retain its distinctive individual character.

The organization of a school complex in our present thinking is built around a center, or nucleus, which we call a school complex. The complex is one of the schools plus a number of special facilities and service units maintained for the use of all schools in the cluster. The principal of the center school in the complex would serve as administrator for the cluster, or what might be termed a team leader among his fellow principals.

The combined administrative, teaching, and service staffs of all the schools, together with the several community advisory committees, would be expected to design and develop the elements of their complex's programs and services within limitations of available resources to meet the area's particular educational needs. In other words, the complex arrangement is intended to give school personnel and citizens at the local level a greater voice in shaping their own educational program.

The school building located in the complex will be so constructed as to facilitate innovative practices -- large group and small group instruction, teaming, electronic wireless learning laboratories, computer assisted instruction, and so forth, as desired. It follows that the complex will include staff and facilities for educational research and development.

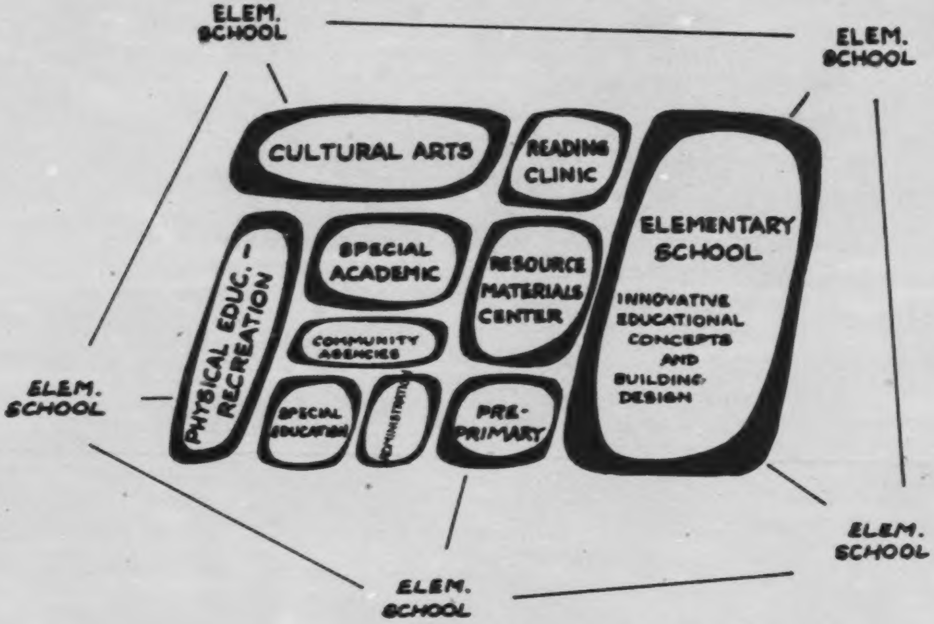
Other programs and services which might be included in the complex, as desired by staff and community advisory committee, are shown on the accompanying schematic diagram. It should be kept in mind that this illustration is a diagram and not a picture; that is, the several schools will not necessarily form a circle, nor will the educational complex necessarily be located in the middle of the cluster.

Here, then, are some programs and services which could be provided for elementary schools in a cluster with a central school complex:

1. A Cultural Arts Program. This would be an extension of the proven successful program now in operation. Pupils are provided enrichment experiences in music, art, drama, and the dance plus learning experiences carefully designed to foster integration. The Cultural Arts staff, conscious that it now serves only about a third of the pupils in grade 6, has already projected plans for offering certain phases of its program within a cluster. Other parts of the program would include pupils from several clusters, while still others would be continued on the present city-wide basis.

2. Resource Materials Center. This would be the repository for library books for all schools in the cluster, thus supplementing present elementary school libraries, which for the most part are not large enough to meet all needs. In addition, the R. M. C. would make available a wealth of other instructional materials, many of which are newly on the market. Also films, filmstrips, recordings, and similar aids to learning would be circulated from here. Facilities for pupil research and individual study, with information retrieval systems, are further possibilities. This facility

ELEMENTARY MODEL-SCHOOL COMPLEX


ELEM. SCHOOL
ELEM. SCHOOL
CULTURAL ARTS
READING CLINIC
ELEMENTARY SCHOOL
INNOVATIVE EDUCATIONAL CONCEPTS AND BUILDING DESIGN
PHYSICAL EDUC. - RECREATION
SPECIAL ACADEMIC
RESOURCE MATERIALS CENTER
COMMUNITY AGENCIES
SPECIAL EDUCATION
ADMINISTRATION
PRE-PRIMARY
ELEM. SCHOOL
ELEM. SCHOOL
ELEM. SCHOOL

could also be used by faculty members for study and preparation of their own materials. The center could function as a control and distribution center for open or closed-circuit instructional television.

3. Reading Clinic. Here would be placed a highly qualified staff of teachers, adequately supported by medical and psychological specialists, equipped with the latest and best materials and devices to help pupils with learning difficulties. Pupils with perceptual, emotional, and developmental problems, as well as reading retardation, would undoubtedly be included, since most individuals with one of these problems have some involvement of others. A pupil from any school in the complex could be sent for diagnosis, for part-time help on a regular basis, or for full-time enrollment as needed.

4. Special Academic Facility furnished with modern electronic equipment such as data retrieval systems and other multimedia to accommodate specialized instruction in science, foreign language, mathematics, and other academic programs.

5. Pre-Primary Facility scaled and equipped for 4 and 5 year-old children will accommodate an expansion of the very successful Head Start Program and other programs appropriate for this age group developed by the staff and parents. Close parent cooperation is essential.

6. Community Agencies Facility will accommodate services in health, guidance, counseling, testing and measurements -- a satellite center for community use in terms of job placement and employment opportunities. Social agencies providing family, welfare, legal, and health services will be available here. Diagnostic learning can take place in this facility to give more thorough educational evaluations to pupils with learning problems. Specific services provided may vary in different complexes and will be identified through cooperative study with the advisory committees.

7. Recreation Facilities will provide programs for both children and adults from all school communities in the complex. Not only games and sports are projected, but also a variety of nobby and craft activities and cultural and educational programs. Emphasis will be placed on sports and activities in which participation can continue on through life. Intercultural and intergroup events to foster integration will be stressed.

8. Administrative Facility. Besides the directive and supportive services to be provided in this element of the complex, it is expected that coordinators for probationary teachers and other supervisory help would operate out of this center for the schools of the cluster.

9. Special Education. Special education has assumed a significant role in an overall effort to individualize education in response to each child's particular needs, potentials, and goals. In an educational program responsive to individual needs, every student at some time will require special educational programs whether they are in the areas of Cultural Arts, remedial reading, or other special service areas. Exceptional children differ from other children primarily in the degree to which they require special educational services. Most exceptional children should spend a portion of their school time in regular classrooms. However, these children do require supplemented services for specific needs beyond the regular of what is possible in a regular class.

   Within the Complex, a total and on-going Special Education program will be effectively provided by educational specialists working with other community agencies. The aim being to provide those special services required within the educational Complex for children identified as having exceptional needs while at the same time integrating them as fully as possible into regular school activities and academic programs.

Another function of the central school complex will be to offer summer school programs. The elementary education staff is of the opinion that a substantial proportion of our urban children need a school term of forty-six weeks rather than the customary thirty-eight. Approximately ten percent of all elementary school pupils now take advantage of the limited five-week summer offering. Summer elementary school programs should be expanded, with emphasis on enriched and extended learning experiences.

These are some ways in which the elementary school cluster will contribute to quality, integrated education in Denver. The list is neither complete nor restrictive. One of the greatest advantages of the complex concept is that it can be varied almost without limit to meet needs of particular areas or to meet new needs.

Basically, however, it offers means, also almost limitless in number and variety, for providing every pupil in our elementary schools a broad, rich program suited to his learning requirements. It places a rich store of materials, services, and programs at the command of every school. It provides a place and the occasion for unifying our communities, promoting better understanding and a better quality of inter-group and inter-personal relationships among adults as well as children. It takes full advantage of our existing school buildings and encourages their use on a round-the-clock and round-the-calendar basis. Such new construction and extension of facilities as are required will be of the most modern, forward-looking, and adaptable types.

This is an unique plan, a Denver plan, a design that will enrich and improve the quality of our urban life. It holds great promise for our future and the future of our children.

THE JUNIOR HIGH SCHOOL ORGANIZATION

Within the Model-School Complex Concept the junior high school organization will be developed as a set of systems somewhat distinctive from those of either the Elementary or Senior High School Complexes, each of which functions to provide:

- specialized educational programs and instructional equipment
- community services and recreational facilities
- enlarged pupil attendance areas to promote integration
- supportive educational resources and services to individual schools in the cluster
- an organizational base for the decentralized administration of the schools within the cluster.

Only the latter three roles will be assigned to the Junior High School Complex organization in order to avoid unnecessary duplication of effort and costly gemination of equipment. When function is considered, the logic underlying this differentiated role for the junior high schools is apparent. The elementary school complex constitutes a workable neighborhood unit for serving children and citizens in a relatively cohesive area. It is at this level that many civic groups and agencies will provide services required by the residents. Somewhat similarly, at a more advanced level, the Senior High School Complex organization provides an effective approach to the more sophisticated needs of high school students and adults in a larger community. Drawing patrons from a large area, the high schools can be the centers for an expanded educational and recreational program for Denver's youth and adults.

Thus, the requirements for a community-centered school organization responsive to the needs of citizens at local neighborhood and city-wide levels is adequately met by the establishment of the elementary and senior high complex organization. This permits the junior high school to be organized as a means of decentralizing school administration, of providing supportive educational services, and promoting integration.

Integration at this level will be accomplished primarily through transportation and boundary changes. Planned exchanges by means of District furnished pupil transportation will serve to promote multi-ethnic education. Pupils from schools having large number of minority ethnic group members will be transported for full-time enrollment in other junior high schools with available capacity. An example of this procedure is provided by the plans for Cole Junior High School.

Cole Junior High School

Cole Junior High School offers limited possibilities for integration because of location and ethnic composition of the student body which is approximately 65% Negro, 28% Hispano, 6% Anglo, and 1% Asian. Transportation of pupils to other junior high schools offers one reasonable way of providing quality, integrated education for Cole students. Space in the building will thus become available for other uses.

The Cole building, because of its size and variety of facilities, can be utilized for specialized educational programs such as the Cultural Arts and expansion of the Metropolitan Youth Education program both of which urgently require sufficient space to house them.

It also is planned that Cole in combination with Mitchell Elementary School will be a center for a pre-primary, primary education, school and community complex serving as a prototype for elementary school reorganization. Pre-primary and primary children will be housed in the newer section of the existing elementary school building at Mitchell and the intermediate grade students will be transported to other schools in the District where space will be available. This plan for an early childhood education center also can be used in several new buildings such as Smith, Barrett, and Gilpin; and others with new additions including not only Mitchell, but Stedman and Harrington as well. These buildings are easily adaptable to this use.

Should the decision to implement these recommendations, effective September, 1969, become final it is recommended that the 7th grade pupils living in the Cole Junior High School subdistrict be transported to other junior high schools throughout the city. This move will create a greater percentage of school integration in our receiving schools. This transfer of approximately 450 pupils will enable some special type programs to be in effect in September, 1969. Special intensified instructional programs will be devised for the remaining 800, 8th and 9th grade pupils of Cole Junior High School.

It is recommended that in September, 1970, the final stage of the phasing out of the junior high school program at Cole will take place with approximately 375 9th grade pupils being enrolled at

Manual-College High School. Under this plan the entire Cole Junior High School program will be phased out no later than September, 1971.

In addition to the transfer of the 7th grade pupils from Cole Junior High School in September, 1969, all pupils at Cole will have an opportunity to take advantage of limited open enrollment as well as the open enrollment with transportation to other junior high schools.

THE SENIOR HIGH MODEL-SCHOOL COMPLEX

The Senior High Model-School Complex is a most crucial unit in terms of the aims of quality, integrated education, because it is the support center for the entire School District. Its organization permits a controlled situation with a definite cross-racial, cross-cultural, and diverse economic composition of student body. With centralized facilities, an extremely broad range of course and activities can be offered for students from every high school in the city, but students will retain membership and identity in their home schools. They will attend the center for highly specialized offerings. Programs will be scheduled on a modular basis so that students can make the most effective use of their time.

A new kind of organization has important functions to fulfill because accelerating change, being a predominant characteristic of life today, does not permit solutions to social, moral, technological, and political problems on the basis of past experience. However, computer technology along with other new methods and procedures assists in treating human beings collectively to an extent never before possible while at the same time treating them as individuals in unprecedented ways. The hard distinction between the individual and society is a matter of serious question. Involvement, participation, and interaction are emphasized instead. Developing educational programs, innovative instructional techniques, and new organizational concepts provide an operating base from which some of the challenges can be analyzed.

The centralization, financial and human resources, and specialized facilities in a Complex provide an economical means of utilizing human resources and specialized educational facilities.

The Senior High Model-School Complex includes all of the existing high schools, the Opportunity School, and the Metro Youth Education Center. In its centralized location, the Complex will offer an extremely broad range of courses and activities for high school students from throughout the entire city and eventually the metropolitan area. The facilities included in this center are as follows:

1. The Astro-Aerospace Center will accommodate programs in advanced mathematics and space science. This facility will utilize laser beam technology, holographic projection systems, light ray and ultra sonic projection refraction systems, and programs in aerodynamics. Instruction in such areas as interplanetary orbital patterns and astronomy will be offered.
2. The Scientific-Technological Education Area will accommodate programs in advanced electronics, advanced technological education, sophisticated courses in metallurgy, and thermodynamics. A combination of activities provided by this center will encourage a wide-range of activities which will relate theory to practice.
3. The Advanced Academics Facility will offer highly specialized courses in all academic areas. Some of these courses will be taught in cooperation with area colleges and universities. Appropriate technological equipment and materials are to be provided including data processing and computer techniques.
4. A Resource Materials Center. The march of mankind is accompanied by an ever-increasing body of knowledge. Technological advances now permit the communication of this knowledge in a variety of ways. The pace by which new facts and data are compiled, places increased importance upon the development of a system by which maximum utilization of instructional materials is assured. The emphasis now placed upon independent study, as well as upon extensive research and reference activities by both students and staff, requires special provisions so that these vital functions can be not only accommodated but also encouraged. The Resource

Materials Center will be the "hub" of the school. The facility should be programmed to house and accommodate today's needs and to be readily adaptable to the needs of tomorrow. Below are listed several special areas suggested for the Resource Materials Center. Among these areas are:

The Production Center -- planned to provide materials, equipment, and technical assistance for producing teaching materials for use by all departments. Accentuation of this service is the result of the need for current materials geared to individual classroom and student needs. Well-prepared transparencies, slides, and materials for individual student and teacher use will allow maximum utilization of resource materials.

The Communication Control Center -- the electronic nerve center of school. Through a conduit system to all instructional, study, and preparation areas, a variety of audio-visual services can be accomodated. The system will allow two-way signals on either a scheduled or demand basis. The potential of such a system is only now beginning to be realized, and recent advances in technology will make its future even more effective in supporting the instructional and learning programs. The provision of a system of conduit which will readily accept the wires or cables required assures adaptability of this system for present and future uses.

The Listening Center will provide a space where students can retrieve information in the form of records and tape recordings. Here, students through the use of headsets will be able to listen to a classroom lecture, hear a recorded symphony, or gain listening comprehension skills in any one of a number of foreign languages being studied.

The Audio-Visual Circulation and Storage Area will be the central storage, dissemination area for all audio-visual equipment and materials in the school.

5. The Cultural Arts Facility, in addition to usual performance activities, will accommodate programs for those students wishing to pursue courses in the areas of television production, programming, choreography, recital presentation --serving in an auxiliary capacity with other civic light opera and other cultural programs.

The high school of today must offer sufficient breadth of program to enable all students to gain an appreciation of the fine and performing arts. This Center should be one of the focal points of the high school plant and will provide space for instruction in art, music, and drama. An auditorium must be convenient for community, as well as student use.

Spaces for vocal and instrumental music will be designed to accommodate a basic program and include large-group rehearsal halls as well as ensemble and individual practice rooms. Through the arts program the objectives of several aspects of the high school curriculum are fulfilled. Emphasis is placed on the development of personal skills, abilities, and talents that may lead either to future vocational or avocational pursuits.

6. Special Education Facility will accommodate programs for exceptional students in sight, speech, hearing, and the slow learners. This facility will function in a highly specialized way offering training to students not available in other schools within the District.

7. The College-University Center will have close coordination with institutions of higher education in the area. Highly motivated students wishing higher education may begin their college education with visiting professors utilizing this facility. Inservice training of district staff will be provided. College students may begin their training in a practical setting in this center.

8. The Community Agencies Facility will house services such as medical, dental, sight, and hearing referrals. This complex will be the center for job placement, testing programs, psychological and social testing programs, psychiatric services, and legal aid.

9. The Continuation High School -- a specialized facility to accommodate programs for all individuals wishing to obtain high school diplomas. The location of this facility in the complex will permit utilization of the equipment, materials, and staff of the center. Youth and adults who have left school and wish to return to work for high school diplomas will receive instruction here.

10. The Centralized Supportive Services Facility -- to accommodate supportive services as yet to be determined by the School District. This facility will house those auxiliary branches required for a sound educational program in the District. Included in this center will be such supportive functions as the Departments of Health Education, Psychological and Social Work, Medical and Dental Services, Testing and Evaluation, and Counseling and Guidance.

11. The Research and Development Center will house the core of the District's research and development program. This center will accommodate research relevant to pilot programs and innovative studies to be conducted by the School District or cooperatively with colleges or universities.

    The research center can develop new instructional techniques such as macro- and micro-teaching and provide inservice training in them for the teaching staff thus bridging the gap between theory and practice in education. An additional responsibility of this unit is to produce information needed by decision makers at all levels.

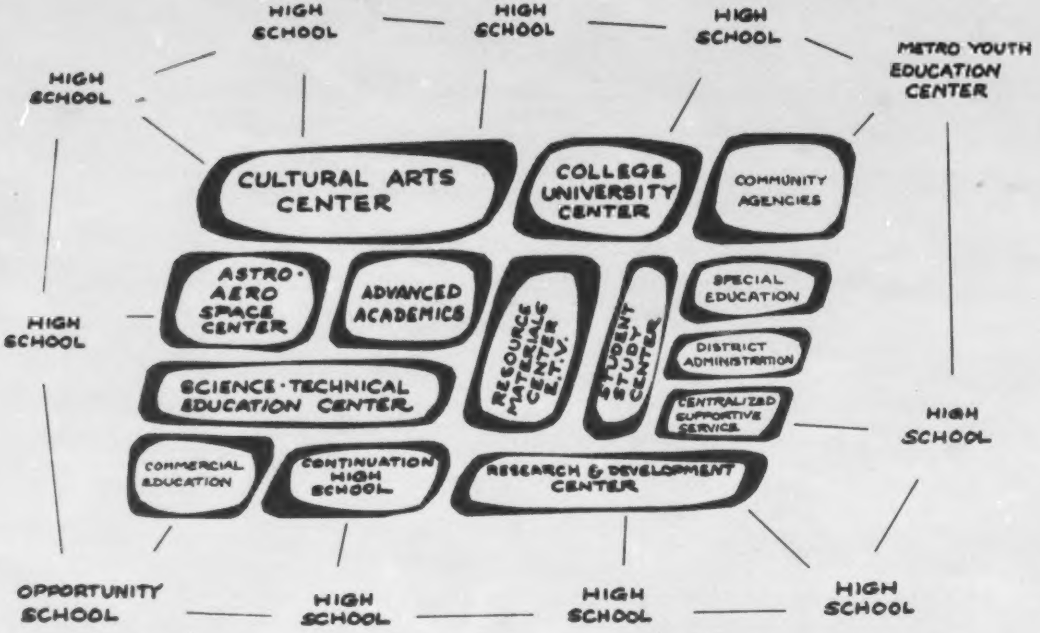
12. School District Administration Center. All of the administrative services of the District will be located here. Administrative personnel can be closely involved with much of the actual educational operations taking place in this center. Instructional personnel, students, and administrators can make multiple use of the many services provided in the center.

13. Student Study Center. Here will be assembled the most modern equipment to assist students in all areas of learning. Study carrels, closed circuit television, information retrieval systems, and various other audio and visual aids will be available. Specially trained teachers and aides will assist students using this center.

These essential programs and facilities needed by high school students and adults in the community are far too expensive to be provided for each of the high schools, but they can be provided functionally and economically in the Senior High Model-School Complex. Because students will be drawn from all of the areas of the city, integrated education will have been achieved.

The means by which this may be accomplished are illustrated graphically in the following chart.

SENIOR HIGH MODEL-SCHOOL COMPLEX


HIGH SCHOOL
HIGH SCHOOL
HIGH SCHOOL
HIGH SCHOOL
METRO YOUTH EDUCATION CENTER
CULTURAL ARTS CENTER
COLLEGE UNIVERSITY CENTER
COMMUNITY AGENCIES
ASTRO-AERO SPACE CENTER
ADVANCED ACADEMICS
RESOURCE MATERIALS CENTER E.T.V.
STUDENT STUDY CENTER
SPECIAL EDUCATION
DISTRICT ADMINISTRATION
CENTRALIZED SUPPORTIVE SERVICE
HIGH SCHOOL
SCIENCE-TECHNICAL EDUCATION CENTER
HIGH SCHOOL
COMMERCIAL EDUCATION
CONTINUATION HIGH SCHOOL
RESEARCH & DEVELOPMENT CENTER
OPPORTUNITY SCHOOL
HIGH SCHOOL
HIGH SCHOOL
HIGH SCHOOL

THE DENVER MODEL-SCHOOL COMPLEX

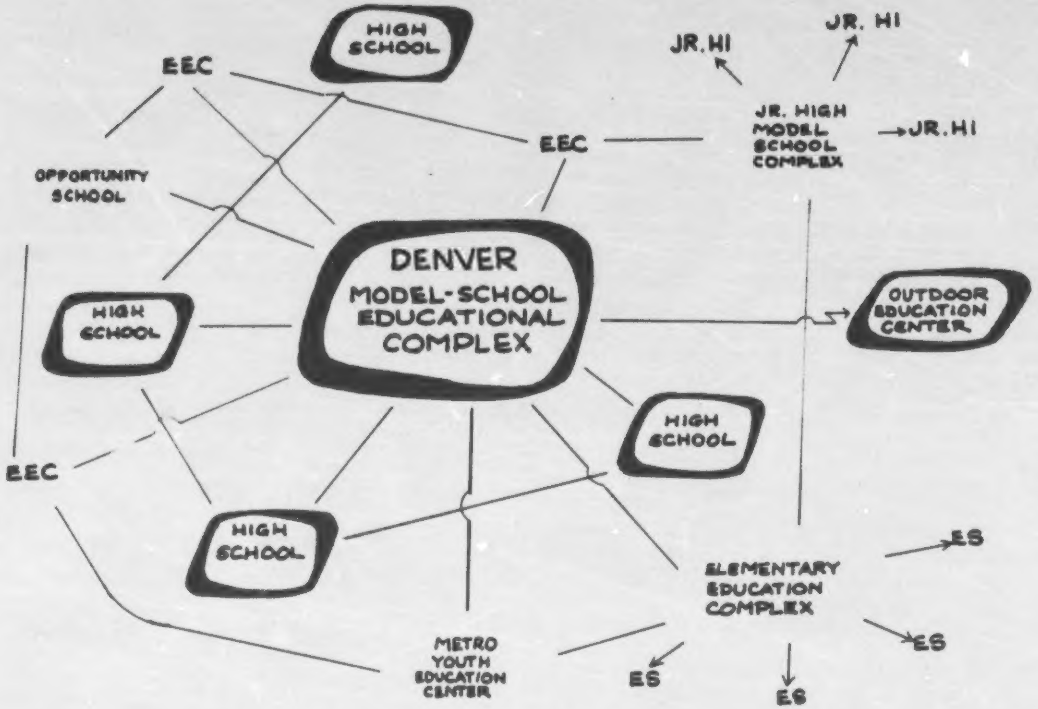
As the foregoing statement indicates, an educational complex is a planned system or organization designed to provide quality, integrated education in an economical and efficient manner. The accompanying schematic diagram illustrates the organizational relationships of various complexes in the city.

Great contributions result with the break from traditional approaches. Limitations which previously controlled thinking and proscribed efforts are no longer valid and progress will occur as current procedures and practices are examined. For example, the Elementary Educational Cluster will group elementary schools around a special Complex designed to reinforce and support the educational programs of all the schools in the Cluster.

This organization will provide for a new approach in the administration of our schools. The principal in the elementary school attached to the Complex will have supervisory responsibilities for the other elementary schools in the cluster as well as for the special facilities in the Cluster. An assistant principal will aid in the administration of the Complex school and another in the Complex itself. The Complex school will be oriented to the development of exemplary education programs while the Complex will provide support to all schools in the Cluster and services to the community itself. Junior and senior high schools will serve to supplement for space as programs are developed in these Complex Centers.

The purposes and goals of the Model-School Complex may be considered in four general categories,

DENVER PLAN


HIGH SCHOOL
EEC
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OPPORTUNITY SCHOOL
DENVER MODEL-SCHOOL EDUCATIONAL COMPLEX
HIGH SCHOOL
OUTDOOR EDUCATION CENTER
HIGH SCHOOL
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HIGH SCHOOL
ELEMENTARY EDUCATION COMPLEX
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METRO YOUTH EDUCATION CENTER
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educational, social-psychological, cultural, and economic. Other purposes can and should be included. However, the major purpose of the Model-School Complex for the City of Denver is the emergence of a dynamic and viable system of education that will meet present and future needs of the boys and girls, a purpose that will change readily as demands change and yet will provide the opportunity for meaningful, integrated educational experiences. In the final analysis, the Complex is best evaluated in terms of the quality of living engendered by the facility. Outstanding opportunities are possible for creating a complete and innovative educational environment for a multi-ethnic student body through application of the Model-School Complex in Denver.

Careful design will allow for multi-use alternatives in the system and will provide the flexibility needed for other emerging educational concepts.

The inherent flexibility of the Model-School Complex makes it a viable concept as applied to Denver's educational problems. The advantages of the Model-School concept can be assessed by examination of its application at the elementary level.

The wide range of alternative organizational patterns can be seen readily at this level, for while the neighborhood elementary school constitutes the basic unit, many other organizational patterns are possible. Schools, for example, may be grouped permitting some to specialize as Pre-primary, Primary units (enrolling youngsters from age 3 through the second grade) while other schools in the same complex could become intermediate units educating boys and girls in Grades three through five.

Another possible organizational pattern would enroll boys and girls in their neighborhood school with attendance at the complex central resource cluster for specialized, concentrated educational programs for a portion of the school day on a regularly scheduled basis. Because of the larger attendance area which is an inherent part of the Model-School Complex concept children from all multi-ethnic and social groups would receive the benefits of quality, integrated education they will require as adults in tomorrow's world.

Organization of the Model-School Complexes

A large measure of racial integration is achieved when the District's elementary schools are organized into twelve Model-School Complexes. In only three of these, as they are presently constituted, is the minority ethnic population greater than 50 percent. In one instance, the Montbello Complex, it is anticipated that as new residential units are constructed the area will become a model, integrated community requiring little transportation. In the remaining two areas the concentrations of minority residents is such that integration can be achieved only with use of transportation. Here again, the applicability of the plan, is demonstrated.

A great need within these inner-city areas is for early childhood education to overcome limitations imposed by socio-economic conditions. Certain of the schools in this part of the city have both large concentrations of minority pupils and relatively new building additions. The plan proposes to raze the older, educationally outmoded structures while retaining the newly constructed portions of the school. This action will conserve the usable portion of these educational facilities making possible the conversion of the remaining structure to the Pre-primary, Primary units. The intermediate level pupils will be transported to available room in other existing and newly constructed schools in various parts of the city. Among the schools which may be converted to Pre-primary, Primary units as the older portions are razed are:

- Columbine (capacity 435 pupils)
- Mitchell (capacity 570 pupils)
- Swansea (capacity 390 pupils)
- Whittier (capacity 600 pupils)

From these schools alone over 2,000 pupils can be transported, by geographical attendance areas, in such a way as to improve integration in other schools. As additional schools are converted to Primary Education or other uses many more pupils can be transported for quality, integrated education.

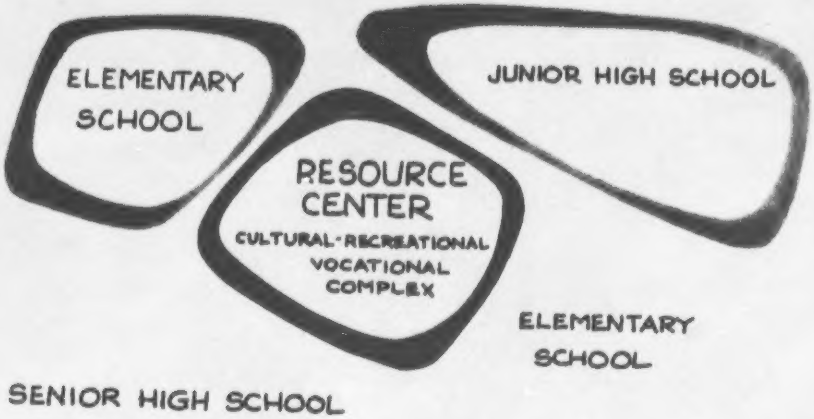
The appropriateness of the Model-School Complex is further demonstrated when certain structurally sound buildings are converted to other uses. The conversion of Cole Junior High School to house the Cultural Arts Program, and to provide an additional site in northeast Denver for the expansion of the Metropolitan Youth Center is an example. The taxpaying citizens of Denver are spared unnecessary construction costs by using existing structures. Integrated education is promoted by the reassignment of Cole's 1200 plus pupils in such a way as to further multi-racial education in the receiving schools to which they will be assigned.

The further flexibility of the Model-School Complex concept is seen when the relationship of the elementary and secondary organization within the plan is examined. By concentrating upon the elementary unit as the primary vehicle for the provision of certain specialized education for boys and girls, and for the concentration of neighborhood service centers for city and community agencies, these services are provided within the local area making these centers truly community schools. The Cheltenham Complex will be the first example of the development of this idea.

Further insight into the adaptability of the Model-School Complex concept may be gained from consideration of the Montbello Educational Complex. This campus-like cluster will be an innovative step for Denver suited to the area served by this complex. It is planned that for the first time in the city all of the schools within an area will be constructed on one site of approximately 60 acres, thus making possible the concentration of specialized educational facilities suited to the unique needs of that neighborhood. This procedure can be followed economically because the area to be served is a completely new development and the centralization of the educational plant on one site will not entail excessive costs occasioned by abandoning previously constructed buildings as might be the case if this plan were to be carried out in established portions of the city.

At the secondary level the senior high schools can serve as a nucleus for the more sophisticated types of services required by older students and adults. They in turn can be linked to the central Model-High School Complex where quite advanced education can be carried on, and where the students can

MONTBELLO COMPLEX


ELEMENTARY SCHOOL
JUNIOR HIGH SCHOOL
RESOURCE CENTER
CULTURAL-RECREATIONAL
VOCATIONAL
COMPLEX
ELEMENTARY SCHOOL
SENIOR HIGH SCHOOL

be enrolled for a regularly scheduled portion of the school day as members of an integrated student body.

In order to avoid costly duplication of effort and facilities within this conceptualization, integration within the junior high schools will be achieved primarily by pupil transportation from crowded core area schools to schools with available space in other parts of the city. However, it is contemplated that the Complex Concept will serve at the junior high level:

1. As an organizational base for required supportive services
2. As a means of decentralizing the administration of the junior high schools.

TRANSPORTATION AND PUPIL ASSIGNMENT

Any plan to promote integration must incorporate consideration of at least three elements:

- assignment of students
- establishment of school boundaries
- transportation of students.

Certain steps based on the above factors must be taken at once. It is recommended that:

1. The present open enrollment plan be continued.

2. Beginning with the second semester of the 1968-1969 school year, the open enrollment plan be expanded to provide transportation, either School District or contracted, for voluntary transfer of pupils from any school where pupils of their race are a majority to any other school within the system where students of their race are a minority and whenever the numbers are reasonable. This transportation also will make possible the attendance of Anglo pupils at schools where there is a high percentage of minority pupils.

   The plan represents a departure from current practices in that the District will provide transportation for pupils from any school where pupils of their race are a majority to any other school within the system where students of their race are a minority and whenever the numbers are reasonable. This will be a major step forward because, heretofore, under current open enrollment plans, parents were responsible for transporting pupils. The transportation plan can become even more helpful if extra capacity is built into new facilities when authorized for construction in other areas of the city.

3. In presently integrated schools a reasonable ethnic ratio must be maintained by transportation of pupils to attendance areas in other parts of the city where space is available.

   - This step contemplates that children in certain geographic areas will be designated for transportation to predominantly

Anglo schools with available space, and represents another major departure from current policy. Its purpose is to help prevent additional schools from becoming resegregated.

4. Transportation for special programs providing integrative education will be expanded. These include the Cultural Arts, Cultural Understandings, and other student exchange programs which bring boys and girls of all ethnic groups together for special educational programs.

In addition to these immediate proposals, other desirable steps being considered are:

1. Establishment of subdistrict boundary changes to reduce racial segregation and to assist in neighborhood stabilization.

    - Implementation of this recommendation is to some extent dependent on necessary physical facilities, plans for which will be explored later. In general, this involves constructing facilities of sufficient size in newly annexed areas to provide some additional capacity for minority pupils.

2. Organization for a Metropolitan Area Student Exchange Program to encourage, plan, and coordinate exchange programs between city and suburban schools. These plans include:

    - Working with other superintendents in the Denver Area School Superintendents' Council to bring exchange plans into being. There is some feeling that all districts will benefit from such cooperative enrollment procedures.

    - Expansion of part-time exchange programs now in existence. A notable example is the one with the Cherry Creek School System.

    - Provision for enrollment of some inner-city pupils in suburban schools to provide integrated educational experiences.

    - Enrollment on a cooperative suburban and urban basis of pupils in highly technical specialized educational facilities beyond the financial ability of any one district.

Considerable interest has developed during the last few years in student and teacher exchange programs within the School District and the metropolitan area. Numbers of requests have been made by the suburban schools to have exchange programs with the Denver Public Schools.

It is important for young people to see themselves as a part of the larger community extending beyond the neighborhood where they live if they are to grow into responsible citizens of the world. No amount of abstract, vicarious experience takes the place of face to face experience in coming to understand and respect other people.

The school has a responsibility to make this person-to-person experience possible when opportunities within the neighborhood do not provide this experience naturally and easily. It is important for people to know persons who refute the usual stereotypes and to know enough people in order to like some and to dislike others.

For these reasons, exchanges of pupils and teachers offer a valuable opportunity to help young people develop the kinds of understanding, mutual respect, and sense of common interests basic to the success of our democratic purposes.

INSTRUCTIONAL PROGRAMS

Basic to the intellectual development of pupils is the instructional program; the Denver Public Schools have long been noted for excellence in this field. Recent test results, however, point to some areas which call for immediate attention if Denver's educational program is not to deteriorate as the instructional programs have in some other large cities. Therefore, certain immediate steps are being taken to maintain an outstanding instructional program, the base upon which integration rests, as the magnet attracting and holding parents to the city.

A. Expansion of Racially and Socially Shared Learning Experiences

Because of the importance of promoting a student's awareness of himself as a member of an economically, racially, and socially diffused nation,opportunities for intergroup experiences such as provided by the Cultural Arts Center, the Cultural Understanding Program, and other student exchange programs must be expanded. These programs have proven to be among the most popular ever initiated. They point toward the use of quality educational programs as a means of providing additional integrated learning experiences. Appropriate shared educational opportunities must, of necessity, become an integral part of the program planning. These racially and socially shared learning experiences will help to produce a generation of young people whose total development will have been enhanced by acquaintance with youth of the total society they will enter. Therefore, one great thrust of the proposal to improve integration centers about quality educational programs that will naturally provide an opportunity for racially and socially shared learning experiences. One of these is a plan to acquire and construct an outdoor education center. This center, to be located in the nearby mountains on land acquired through donation, will be developed on a five-year plan.

Outdoor Education Center

The Outdoor Education Center will provide:

- a laboratory for natural-science education
- a facility for a year-round instructional program
- integrated, live-in education of the type now limited to a few in the current student summer leadership camps. As many as 1,000 pupils could attend at one time
- integration of pupils from all parts of Denver brought together to participate in programs of outstanding quality education such as those provided by the Outdoor Education Center.

Details of this plan follow:

A proposal has been presented to the Board of Education to develop an Outdoor Education Center for the Denver Public Schools. The proposed site comprising 550 acres is offered without cost to the Denver Public Schools. In return for this land, the Denver Public Schools, through its Board of Education, will invest $500,000 over the next five years in buildings and improvements to develop an outdoor education center for the pupils of Denver.

1. Background

Like other expanding urban communities, Denver needs open space, unspoiled nature and wildlife sanctuaries. The Denver Public Schools require a site of this type in order to tell the dramatic story of history in the development of civilization in this historic center of the west. Denver needs this kind of a site to improve its educational, scientific, and cultural values. Moreover, a center of this type could provide, in time, a priceless educational heritage for all the residents of the city.

2. Discussion

The advancement and growth of civilization in the future depends on how well the young people of America weld the many cultures and races into a people united by a common ethic based on understanding and respect for each other. If young America is to meet its challenge, the Denver Public Schools and other urban schools must guide and prepare young people for the task.

An outdoor education program such as this should enrich teaching concepts by including man and his relationship to his natural environment within an outdoor curriculum of social studies, science, physical education, and the arts and humanities. An interdisciplinary approach could be aimed at the development of a sense of "stewardship" for all living things with special emphasis on the building of individual and group confidence, integrity, and competence through the personal development of outdoor skills and the establishment of the individual's place in the community.

3. Purposes of an Outdoor Center for Denver Public Schools

The basic purpose of an outdoor center is to provide the community with natural land where children and adults, under competent direction and guidance, can learn about natural resources, thereby developing an understanding and an interest in the natural sciences, nature study, and conservation. The main objectives of a nature center can be grouped under four headings:

Educational

- to increase knowledge and understanding of man's natural world and his place in it
- to develop sensitivity toward, awareness of, appreciation and affection for nature, natural beauty and all natural resources

- to develop a desire to protect the living and non-living resources of the earth and to use them wisely
- to provide an outdoor school for the enrichment of the school programs

Scientific

- to provide a natural area where students may study
- to help provide a natural outdoor laboratory for the stimulation of scientific curiosity, especially among young people.

Cultural and Socioeconomic

- to provide a site in which pupils can congregate away from the atmosphere in which prejudice breeds, one in which children of all races and economic backgrounds can meet in an atmosphere conducive to the development of understanding and respect for each other
- to give individuals of all cultures a sense of belonging as an accepted part of the community
- to help train persons in awareness and in basic skills and thus add to their capacity for enjoyment
- to develop in young people and adults a sense of appreciation, respect, and reverence for all living things, thus adding to man's moral character
- to promote effective citizenship by stressing individual responsibility

- to provide a place where pupils can be usefully employed or where their interests can be developed.

Recreational

- to make leisure time productive and effective
- to help develop needed outdoor recreation skills
- to provide a place for those outdoor pursuits which truly refresh the individual.

B. Expansion of Other School Programs

Priority will be given to expansion of school programs during the summer months and after regular school hours to cover a wide variety of academic, vocational, and recreational activities; programs which will attract and hold children of all races and provide quality integrated education.

- The Summer School Program. Facilities and time are wasted when thousands of children are released from the full regular school year to relative idleness during the summer months. Experiences have shown that the summer schools which draw from a much larger attendance area offer an excellent means of promoting integration. Expanded summer school programs will provide for integrated education in the academic areas with intensive concentration on basic verbal skills, innovative programs in cultural arts, recreation, job training, and work experiences.
- After-School Program. A recently awarded Title III Grant will make possible the opening of art centers during the first semester of the 1968-69 school year. These high school centers are being planned to attract cross-racial attendance by offering exemplary instruction in the fine and graphic arts. The usual Denver Public Schools after-school hours program in recreation and vocational areas will be continued. These programs make

it possible for boys, girls, and adults to participate in valuable integrated activities.

In addition to these steps, certain other plans are contemplated. The aim is to bring about integrated education through provision of quality educational programs. These plans include:

1. Establishment of schools with specialized educational programs and very broad racially mixed attendance areas. For example, the Metropolitan Youth Opportunity Program, proven to be educationally beneficial, now has a racially integrated enrollment which would remain so, if the program is expanded. Additional centers will be opened.

2. A Space-Age Educational Center will be established. This center will enroll for a portion of the day high school youngsters who require or wish specialized training which cannot be provided in every high school. Transportation from their home high school will be provided by the School District. The curriculum will include:

   . aero-space education, desirable in view of Denver's role in the space age. Exploration of careers in aero-space industry and preparation for the future in this rapidly expanding field will be aided by actual flights in school district owned or leased airplanes

   . science-technology courses requiring specialized electronic equipment and computers

   . highly specialized job entry programs utilizing complex machines and modern office equipment

   . cultural programs and advanced training in the arts.

Expansion of Programs to Provide Entry into Occupations

Many disadvantaged and minority youths drop out of the traditional academic curriculum, because it is not relevant to them. New combinations of reward and status must become part of vocational training and education. Emphasis must be placed on the development of marketable skills making this education relevant by providing a way to a job and an opportunity to escape from the disadvantaged, segregated areas. This program is important for the youth in the entire city who can benefit from these opportunities.

Immediate plans are to:

1. Reorganize completely and expand the cooperative vocational education programs in the Denver Public Schools with the involvement of the business and industrial community. Greater emphasis will be placed on part-time cooperative education and work-study programs through use of released time. Plans are to implement this step during the first semester of the current school year.

2. Restructuring of the vocational-technical program so that it is oriented to the available job market with opportunities for entry of youth into jobs upon completion of the course of study. Heretofore, the Denver Public Schools have not completely used the assistance available under the Vocational Education Act for vocational-technical training. The need is critical, and recommended for immediate attention are steps to expand effectively existing vocational training programs in each of the high schools.

   Manual High School, for example, will begin the school year with a new cosmetology laboratory, a new automotive-power shop, electronics facilities, and modern vocational-technical facilities.

Programs to Build Understanding

The School District has recently taken steps to establish programs to build understanding of the contributions of Negroes, Hispanos, and others to our common culture. These programs have started in the elementary and secondary schools in the social studies and history classes. These materials were developed by Denver teachers and consultants from many ethnic groups. These new courses of study, books, films, and filmstrips clearly emphasize the important contributions to our culture of Hispano, Negro, and other minority ethnic groups.

The Colorado State Department of Education has prepared:

- study guides for units on race and minority history
- an evaluation of the treatment of minorities in textbooks
- an updated history of human relations in Colorado.

These materials will be made available for teacher use.

Expansion of Early Childhood Education Programs.

Programs in early childhood education are the key in efforts to improve the quality of education provided to disadvantaged children. Comprehensive programs similar to Head Start classes are essential to overcome early cultural deprivation.

Research has shown that childhood experiences before age five determine approximately 50 percent of children's intelligence development. An additional 30 percent occurs before the child is eight. With disadvantaged children these early years are crucial. As rapidly as funds can be made available, a major expansion of early childhood education programs, especially in the target area of the city, to enroll pre-kindergarten age children will be recommended.

Intensified Education Programs

An improvement of intensified education programs is necessary to promote integrated education as rapidly as possible. Attention must be given to pupils who will remain in target area schools for a number of years. This is a requirement if existing deficiencies are to be overcome.

This approach will require a comprehensive plan to reconstruct the social and intellectual environment, to overcome existing deficiencies, and to provide the necessary materials of instruction. The intensified program will be costly, but imperative if the need is to be met. Therefore, the plan is to concentrate and improve current intensified educational programs in the areas of Denver where this kind of assistance is needed.

Approximately, three million dollars in Federal Title I funds will be earmarked for use in intensified programs in target area schools during the current school year. This will be in addition to the regular expenditure of Denver Public Schools funds shared by all schools equally. It is also contemplated that additional local funds of approximately one million dollars will be provided for these schools to raise the level of pupil achievement.

New Educational Ideas

A requisite for quality education rests upon the discovery of new educational approaches. While no one approach has proven to be completely satisfactory in other cities, certain elements hold promise. The school staff plans to investigate the more promising of these emerging practices, including:

1. Design and application of a new approach to the development of school programs through the application of systems analysis. A committee of teachers and other school personnel, assisted by systems analysis experts, have proposed a program to begin immediately in one predominantly Negro and one predominantly Hispano school. This program, preliminary work for which began this summer, is being initiated during the coming semester as a pilot program.

2. Plans are underway for school staffs to examine systematically and to improve their instructional programs by allowing and assisting them to become more responsive to the requirements of the community in which they work. These revisions will be facilitated by administrative decentralization of decision-making authority and more effective ways of involving the community.

3. Discussions with teachers and parents have suggested that there is a need to improve programs of counseling and guidance and supplementary support services. Steps have been taken to secure personnel and initiate this action immediately.

4. Staff and consultants have suggested after their communications with members of the community, teachers, and principals, that there should be a reorganization of present grade level patterns. The high school, for example, might enroll grades 9-12, the junior high school would have grades 6-8, and the elementary pre-school-grade 5. Reorganization would solve some problems by assigning youngsters of more similar ages and interest together permitting special programs to enhance the holding power of the schools for minority youngsters.

   The grade-level reorganization has a great deal of merit. Further study is required to understand its implications fully. Implementation of grade-level reorganization will require capital financing beyond available current funds because of additional space needs.

Manual-College High School

One of the most exciting elements of the entire proposal deals with plans for the future of Manual High School.

The Denver Public Schools will contract with one of the region's leading institutions of higher learning for the cooperative operation of Manual High School. This unique arrangement will bring to the staff and students of Manual the total resources of the institution.

This association of college and school will blend the expertise and practical knowledge required to transform Manual into the city's Model, College-High School. It is anticipated that ultimately the practices and innovative curriculum developed at Manual will be added to the instructional programs in the District's other high schools.

STAFFING

A Need for Staff Development

Leading educators hold the view that a "quality" school system consists of three major resource dimensions in the following order of importance:

1.	Human	The people of the educational enterprise (administrators, teachers, and students)
2.	Program	The process of the educational enterprise (organization, curriculum, and policies)
3.	Environment	The things of the educational enterprise (facilities, equipment, and materials)

No single dimension can effectively stand alone -- all must be carefully linked and interrelated to form a coordinated enterprise. This part of the discussion deals with staffing. Development changes must affect all three resources simultaneously. The vehicle for doing this is developmental planning. The Denver Public Schools need this type of educational planning in order that their teachers may be recycled to cope with changes in methodology and educational challenge.

Planning implies a basic assumption that complete, timely information will improve the probability of sound decision-making concerning all dimensions of the educational enterprise. The planning process consists of a series of decision-making situations and, because of the interrelationship of one decision with the next, they must be considered in a logical sequence and in relation to the total picture.

For example, to decide to provide open space for independent study in a facility assumes that teachers and students will use this space functionally. The validity of this assumption can be greatly increased if it is accompanied by a viable plan based on sound learning principles to assure that students will be rewarded for independent effort while the facility in turn lends itself to sound teaching and administrative practice.

A Planning Framework

Educational development services might be constructed around three major areas of work, each involving a special capability:

1. Staff Development
2. Master Planning
3. Educational Programming

These three areas of work relate to the development of human, program, and environmental dimensions. The areas are so arranged as to bring to bear particular kinds of planning capabilities in a sequential time pattern. This approach builds an interdisciplinary planning team which can creatively and rationally examine all facets of existing problems and develop data-based solutions. The planning team includes staff members, educational consultants, planners, and specialists as the need for special skills arises.

Staff Development Program

Estimates range from five to eight years as to the half-life for information competence for a teacher. Knowledge is exploding. Yet, information is not the only function in the learning equation. *Meaning* is perhaps more important. Learning must be concerned with the residual of the process, what is left, both information and meaning, that the individual can use. It is at this level of meaning that learning is most important.

The wave of change engulfing education today is directed primarily at learning processes. Variance that exists in human beings is dramatic. This is especially true of the way individuals learn. Any learning process that does not attempt to account for great individual difference, by definition, will miss most of the learners.

What is known about learning processes dictates substantial change in education and, more particularly, educators. Every precaution must be taken, however, to avoid the human tendency to generate a new orthodoxy. Innovation and change in education must be designed as an open-ended refinement cycle, as continuous as a learning process itself. In fact, educators must learn to be comfortable with uncertainty, for in many areas little certainty exists. Moreover, by reflecting his own comfort with ambiguity, an educator may help reduce anxiety in the learner as he faces the unknown. A second temptation must be protected against, that of changing objects or things rather than people. Changing curriculum, buildings or schedules by themselves has created little change in learning. Real change in learning seems to center on the changing of teacher and student behavior.

The impact of changing things is directly related to a precedent change in human behavior. Change in education, therefore, must be focused on the professional staff.

The power to improve an educational system through staff development -- the human dimensions -- is in its longitudinal design. The goal for the Denver Public Schools is a staff involved in a process of refining their professional competency.

Staffing

Staffing patterns will be consistent with the goals and objectives of the school system. As a consequence, there is need to develop a systemized approach to staffing which properly relates function to need. The bases upon which staffing patterns have been developed are limited and unrealistic in light of current research requirements and knowledge. Master planning of staffing patterns is as essential as such planning for facility development.

Too often staffing decisions are made on the basis of a ratio. For example, it may be concluded that the appropriate ratio for instructional purposes at the high school level be set at one teacher for every twenty-eight pupils. Class size may become fixed and bear little resemblance to function.

The institution of the planning process presupposes certain procedural steps resulting in definition of problems to be resolved. Forces which influence the school district decision-making process are both internal and external. As a consequence, the central administration, particularly the

Superintendent, must be alert to the signs and cues which call for action.

Suggested steps in the process would include the following:

1. Compilation of Information

   The first stage entails development of sensitivity to needs (both manifested and unmanifested), combined with the gathering of information from all sources.

2. Establishing Priorities

   The second step involves an assessment of the information to establish priorities. A "priority grid" type of analysis, in which variations of a single idea or alternative objectives are considered, is helpful at this point.

3. Determination of Resources

   Evaluation to decide on resources of time, talent, funds, space, materials, consultants, lay groups, and administrative skill which are (a) required, and (b) available, for assignments to the newly defined function or program.

4. Allocation of Resources

   Allocation of resources will be related to tasks to be performed and the availability of resources.

5. Assignment of Implementation Responsibility

   Following the determination and allocation of resources the assignment of responsibility for the implementation of the new function must be determined.

6. Review of Entire Process

   The use of a systematized process is one means of providing a check and balance on the decision-making process. It is a method whereby trial and error can be eliminated in the quest for better solutions to perplexing and complex educational problems.

The flexibility of the system as a functional approach to the decision-making process is attested to by the magnitude of problems which can be subjected to the procedure.

It appears essential that the school district undertake the use of a wide range of personnel to meet some of the growing educational demands of the district. For example, the involvement of a broader range of non-certificated personnel may provide increased flexibility in meeting the requirements imposed by learning needs. A pupil-teacher ratio will not be employed as an instrument to prevent the introduction of aides to assist teachers. Nor should such a ratio be used as a deterrent or an excuse to prevent appropriate staffing to meet instructional objectives. Flexibility to adjust class size to instructional-learning functions should be the staffing goal.

While development of a staffing process is deemed a top priority item, the school district must begin to consider a commitment of funds for human development purposes. Such funds will be used to allow the staff time to interact among themselves, attend conferences and seminars, participate in workshops, and visit schools where change and innovation are stressed, and participate directly in the process of change.

Personnel Assignment Procedures

Because the success of any plans for integration depend to a large extent upon the faculty and support personnel of the School District, certain immediate steps are being taken to insure that faculty assignment patterns contribute to the total system-wide integration plan. These steps are:

1. Teachers are to be assigned so as to bring about significantly more integration throughout the school system including accelerating the placement of qualified minority teachers in every school and maintaining appropriate racial balance in inner-city schools. At the end of the recent school year, 425 teachers of minority background were employed in the Denver Public Schools including: 311 Negroes, 74 Hispanos, 36 Orientals, 3 American Indians, and 1 East Indian. They were teaching in 75 of the 91 elementary schools; 14 of the 15 junior high schools; and in all nine senior high schools. Newly employed minority teachers are considered for placement first in schools where no minority teachers have been assigned. Continued efforts will be made to transfer teachers where such transfers will contribute to faculty racial balance.

2. Intensive efforts to recruit and train minority workers for job vacancies are being undertaken since an integrated staffing pattern should also exist within the classified staff of the schools.

3. The central administrative staff has members of minority groups at the decision-making level, including the Superintendent's central office staff.

4. The promotion practices of the District are being examined to insure that experienced, qualified minority personnel can continue to become principals and supervisors.

   a. Experienced teachers are needed in inner-city schools. If they are to be retained, widespread community support must be cultivated and maintained.

   b. Teachers in schools must be protected from undue interference with their instruction, person, or possessions.

   c. Principals who are likely to be successful in core area schools should be identified and selected for assignment there.

   d. Continuing, intensive effort should be made to recruit minority teachers for service in the Denver Public Schools. This will include maintaining the practice of using Negro and Hispano recruiters.

e. Joint programs with teacher preparation institutions to recruit and prepare teachers especially for service in the inner-city schools will continue to be pursued.

f. Local school and district budget advisory committees should be reconstituted to serve in a viable way and should perform a broad and continuing role. Therefore, this role must be defined and implemented so that participation will be established to assist in making the school system more responsive to local school requirements.

g. Joint programs have been established with universities to upgrade and prepare interested teachers, with special emphasis on minority persons, for promotion to administrative and supervisory positions.

5. Sensitivity training is being provided on a continuing basis for all employees -- teaching, administrative, clerical, and classified. Its purpose is to assure that wherever a pupil may go to school in the city he will be received and treated with understanding, respect, and faith in his ability to achieve.

6. New staffing patterns enhancing the role of the professional teacher and providing for use of teacher aides and other paraprofessionals will be expanded. Differentiated roles are being determined by means of the system analysis approach.

These immediate efforts will be supported by certain long-range plans including:

a. Initiation of a program whereby teachers and their representative organization may become aware of staffing problems and work for their solution.

b. Building staff stability in inner-city schools.

7. The Community Representative Program begun at Baker Junior High School will be extended. Spanish bilingual aides will be employed in schools with predominately Hispano population and Negro aides will be used in predominately black neighborhoods.

Persons who are residents of the neighborhood area would serve to link the neighborhood and the schools. Their function would be to elicit participation of people and groups in understanding the role of the school. The persons selected for this function should have a strong family and neighborhood orientation. In a specially designed training program they will learn skills of interpreting educational and social needs of students to their families and to the community.

SCHOOL FACILITIES

The Model-School Complex concept, providing for the schools to fit the educational program to the needs of all Denver children, has many implications for school building location and design. Because the concept opens the way for innovative programs now in the planning process as well as possibilities for new educational ideas and techniques not yet even thought of, school buildings must be constructed in such a way that modifications to fit the building for new uses can be made economically at any time. As education changes, the school building must change accordingly.

Development of any educational facilities plan must take account of the extent to which the plan solves the existing program and facilities problem within the limits of available resources. Since educational facilities are merely tools of the educational program they should reflect that program based on the aims and objectives of the education.

New design concepts, new construction techniques, and new systems of planning and analyzing needs are available to assist citizens, teachers, and other school staff to carry out this process effectively.

A thorough analysis of changing educational objectives, learning processes, teaching methods, and curriculum trends which are possible with the Model-School Complex idea shows that there are ways within reasonable financial limits to utilize many existing Denver school buildings effectively.

The following sections contain a few examples to point up the relationship of school facilities to the Model-School Complex. A complete list of projects appears in the report in the section titled Concept Time Phases.

Replacement of School Buildings

Some of the buildings need to be replaced either in the same location or on another site in order to serve a wider attendance area. A building so required by the Model-School Complex will be designed to accommodate the programs and services needed in the cluster of schools in that complex. For example, the Alcott and Berkeley Elementary Schools can be combined in a new building on a new site central to the group of schools which are a part of a complex in that general area of the City. Another example of an older building needing replacement is Elmwood Elementary School. If the residential pattern remains constant, Elmwood will be replaced to serve the same attendance area.

Remodeling of Buildings

Some school buildings are structurally sound and can be used for many years when modifications are made to improve their adequacy to house the new educational programs to be contained in the central school of the Complex. Montclair Elementary School, constructed in 1943 with an addition in 1948, is an example. In contrast to those serving as central schools, other structurally sound buildings will serve as satellite schools in the various complexes around the city. Because of their age and condition, little remodeling or alterations will be necessary. Representative of these buildings are Remington, Ashley, Brown, Steele, and Bradley Elementary Schools.

Conversion of Buildings

Denver, like other urban centers, has many school building needs that have developed during a number of years when the city was growing rapidly and accommodations were needed to house the increasing numbers of children.

Pressures to provide new facilities where needed precluded any major replacement program for older buildings because of financial limitations. Although Denver's school buildings, regardless of age, have been well maintained and remodeled from time to time to improve their function, rapid changes in the methods and scope of education have made them less adequate than our newer buildings. Because of the continuing maintenance program, facilities are safe, healthful, and reasonably functional.

Some buildings are structurally sound and other buildings have had new additions constructed. Because of changing school and community needs, these buildings are no longer suitable for accommodating the appropriate educational programs. These schools are located, generally in the north central section of the City where concentrations of minority group children are such that transportation of many children will be required if the major purpose of the plan is to be realized. Modification of the organization for schools in the area to pre-primary and grades K-3 will require conversion of some schools to house these younger children. The utilization contemplated will permit the elimination of the older sections of some buildings having new additions and conversion of some buildings to multiple use. For example, Whittier and Mitchell Elementary Schools have new additions suitable for use, with some remodeling, as pre-primary and primary schools. Cole Junior High School will be converted to serve several functions. As noted in another section of the report, this school will no longer serve as a junior high school. The building, however, is safe and structurally sound having been well-maintained during its use as a junior high school. It can therefore, be used effectively and economically for other purposes, such as, the Cultural Arts Program which needs auditorium and classroom facilities available at Cole with practically no remodeling. The building has sufficient classroom space, special laboratories, and industrial art rooms which could serve as basic facilities for another Metropolitan Youth Education Center.

Some classrooms in the building, when programed with the facilities at nearby Mitchell Elementary School, can function efficiently to house the pre-primary and preschool program.

Use of Older Buildings

Because the time-phase aspects of the plan permit a logical process for utilizing existing facilities and new construction, some older buildings can remain in use during the transitional steps. For example, the existing building at Cheltenham School could continue in use to house the community-centered and special programs from the time the first building phase has been completed in 1970 until complete new facilities are completed for the complex to be located there.

These are but a few examples used to clarify the relationships of building utilization with the Complex Concept.

Implications for Integration

The current building program now underway is making a significant contribution to the objectives of quality, integrated education. Two principles have governed planning for new buildings:

1. Facilities are being provided for housing exemplary and innovative programs in areas of the city where there are large concentrations of minority groups due to prevailing housing patterns. The plan is not to remove educational institutions from any part of the City but to modify them to house effectively the programs developed specifically for the community in which they are located.
2. New buildings being constructed in other parts of the city will have sufficient capacity to accommodate some children from the disadvantaged areas to promote racial integration in the new schools.

The continuing study of school building needs and ways in which they can be met has been the basis for the present construction program. Projects under construction or authorized by action of the Board of Education will be a logical part of the immediate and long-range requirements of the overall plan described in more detail later in this report.

Projects under construction:

Park Hill Elementary School - Classrooms, Resource Materials Center, and lunchroom to be completed in January 1969

Hamilton Junior High School - A new building to be completed in January 1969

Traylor Elementary School - Additional classrooms to be completed in the fall of 1968

Projects authorized:

Hamilton Junior High School - Additional classrooms to be completed in the fall of 1969

New junior high school - New building to be completed in 1970

Cheltenham Elementary School - A new building to replace the existing building constructed in 1891 - nucleus of the Complex

These building projects are being financed by revenue from the Capital Reserve Fund. Three years of revenue derived from this source will be required.

Studies of how best to provide school facilities as a part of the plan to promote quality education and to improve integration in the Denver Schools have resulted in development of some guidelines by which the School District's plans may be evaluated:

- reasonable assurance of predicted values or gains which may be realized
- immediate, medium, and long-range goals coordinated in order to accomplish objectives of the plan
- ideas utilized successfully in other cities
- concepts promoting wider use of school buildings after school, in the evening, and during the summer
- economic feasibility of plans
- salability of plans to people in the community.

Consideration of these guidelines has led to the development of a time-phased plan that can be achieved as resources become available. Changes in the plan will, no doubt, be required as unforeseen changes occur in Denver and as continuing studies show more effective ways of achieving the educational goals. However, flexibility inherent in the plan will permit appropriate modifications during the process without minimizing opportunities to attain the objectives.

Along with the guidelines noted in the foregoing, some assumptions have been made:

1. Integrated education is desirable.
2. Transportation of pupils will be necessary.
3. Problems involved in urban education in the long-range view can probably best be solved on a metropolitan area basis.
4. Improving urban education will require funds beyond the ability of the local community.

As more study is given to these ideas and as more programs are developed, the flexibility envisioned by these building plans will enhance rather than limit the teaching-learning experiences and the services provided the citizens of Denver.

Manual-College High School

One of the most exciting elements of the entire proposal deals with plans for the future of Manual High School.

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The Denver Public Schools will contract with one of the region's leading institutions of higher learning for the cooperative operation of Manual High School. This unique arrangement will bring to the staff and students of Manual the total resources of the institution.

This association of college and school will blend the expertise and practical knowledge required to transform Manual into the city's Model-High School. It is anticipated that ultimately the practices and innovative curriculum developed at Manual will be added to the instructional programs in the District's other high schools. This, in combination with other plans for the area, will provide for the Manual community a comprehensive educational program.

The proposed conversion of Cole Junior High School to the nucleus for Cultural Arts and Metropolit Youth Education Center programs, combined with the establishment of the early childhood education unit at Mitchell, will concentrate within a geographically compact neighborhood the wide-range of educational programs required for equality of educational opportunity.

CONCEPT TIME PHASES*

The specific application of the Model-School Complex to the educational program of the Denver Public Schools and the time phasing of its application is detailed in the plan which follows. This is portrayed graphically for each school level, elementary, junior high, and senior high on the maps which follow the respective sections. The maps show possible Complex boundaries and indicate, as well, potential transportation required to bring about integration.

Phase I

A. Transportation

1. Elementary School

a. Effective at the start of the 1968-69 school year, approximately 250 pupils will be transported from the predominantly Negro Smith Elementary School to eight predominantly Anglo schools with unused capacity. This program will:

- reduce crowding at Smith School
- permit introduction of innovative programs both at Smith School and the receiving schools
- Allow youngsters both from receiving schools and sending schools to receive the benefits of an integrated education
- Serve as a pilot for other similar programs.

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* Phase 1: Immediate operation 1st semester funds budgeted (available) 1968-69 school year.
Phase 2: Construction and/or program authorized and financed - operation 1969-71.
Phase 3: Construction to be financed by bond funds - 1969-72.
Phase 4: Other needs - 1972-77.

b. Transportation of 110 pupils from crowded Philips Elementary School to Cory, University Park, and Carson elementary schools where capacity is available will be continued. This transportation will:

- improve the educational program at the sending school by reducing crowding
- improve the educational program at the receiving schools by providing enough pupils to maintain expanded educational programs at reasonable cost
- maintain a reasonable ethnic ratio at the sending school
- provide an opportunity for integrated learning experiences.

c. Current transportation of 276 pupils from Stedman Elementary School to eleven predominantly Anglo schools be continued. This plan:

- reduces crowding at Stedman Elementary School
- provides an opportunity for integrated learning.

d. Determination of the possibility of permitting complete open enrollment in all city's public schools with transportation being provided by the School District whenever the racial balance will be improved and whenever the numbers are reasonable.

e. Expansion of racially shared learning experiences including Cultural Arts Center, Cultural Understanding Program, and Metropolitan Youth Exchange.

2. Junior High School

a. Expand the current open enrollment policy by providing transportation for voluntary transfer of pupils to schools with available capacity.

b. Smiley Junior High School pupils will continue to be transported to majority schools where room exists. Concurrent with the completion of new junior high schools planned and under construction, crowding at Smiley will be reduced by transportation of pupils and by means of boundary changes.

c. Cole Junior High School offers limited opportunities for integration because of residential housing patterns.

Therefore, the administration will explore with the school staff and citizens in the community a plan to facilitate integration of Cole pupils by assignment to other schools in the District. The space made available by this step will be used to house other important educational programs for which there is a pressing need for space.

If Cole is phased out as a junior high school, pupils from the Manual attendance area will be given the option of attending the high school to which their junior high school contributes or of attending the Manual-College High School.

3. Senior High School

a. Expand the current open enrollment policy providing transportation for voluntary transfer of pupils to schools with available capacity.

Phase II

A. Construction

1. Elementary School

a. Cheltenham replacement -- design facilities for operation as a community/neighborhood elementary educational center during and after-school hours and in the summer.

b. Park Hill Addition -- promote the magnet school concept through program development and maintain an integrated school. Attention will be given to innovative programs including grade reorganization to the cluster of schools adjacent to Park Hill.

c. Traylor Addition

2. Junior High School

a. Hamilton Junior High School and addition

- assign pupils from Thomas Jefferson Junior-Senior High School at the beginning of the second semester 1968-69 to eliminate double sessions
- transfer some pupils, September 1969, from Hill Junior High School to relieve crowding and make room for some pupils from Smiley Junior High School
- transfer some pupils, September 1969, from Smiley Junior High School.

These two moves will reduce membership at Smiley Junior High School and achieve some change in the racial composition.

b. New junior high school complex to be constructed at South Quebec Street and East Florida Avenue. Completion expected in September 1970.

By means of transportation and subdistrict boundary changes, assign pupils from Smiley and Cole to Gove, Hill, Morey, Byers, Grant, and the junior high school, thus enrolling some Negroes in all of these schools and reducing membership at Smiley to approximately 1,200 and further improving the racial composition there. Space made available at Smiley will be used to accommodate innovative and exemplary programs now being planned.

Phase III

A. Construction

1. Elementary School Complex Units	*Estimated Construction Cost
a. Park Hill - Montclair	
Park Hill	$ 500,000

* These data are based upon current construction costs in Denver

. Montclair and Montclair Annex -- site addition and remodeling as complex	$ 2,500,000
b. Cheltenham	
. Boulevard - eliminate building (capacity 390 pupils)	25,000
. Cheltenham - new complex	2,000,000
. Cowell - classroom addition and auditorium	600,000
c. Fairmont	
. Alameda - replace building (capacity 240 pupils)	600,000
. Fairmont - additional classrooms - enlarge site	750,000
. Elmwood - replace building (capacity 450 pupils)	1,500,000
. Sherman - replace building (capacity 360 pupils), add to site	1,080,000
d. Mitchell-Cole	
. Columbine - eliminate older building (capacity 435 pupils)	50,000
. Mitchell - eliminate older building (capacity 570 pupils), add auxiliary spaces	450,000
. Cole - convert to elementary community function by eventually phasing out its use as a junior high school	1,500,000
e. Mansfield-Tamarac	
. University Park - eliminate older building (capacity 150 pupils)	25,000

. Site 139 - new facility	$ 1,600,000
. Mansfield and Tamarac - new facility	1,600,000
f. Morey Conversion	
. Bromwell - replace building (capacity 270 pupils), add to site	1,500,000
. Whittier - eliminate older building (capacity 600 pupils), add auxiliary spaces for use as a Pre-primary-Primary-unit	350,000
. Morey - convert to elementary complex	1,750,000
g. College View	
. College View - replace building (capacity 515 pupils)	2,500,000
. Bow-Mar Heights - new facility	1,600,000
h. Alcott-Berkeley	
. Berkeley - replace building (capacity 330 pupils)	900,000
. Alcott - replace building (capacity 570 pupils)	1,440,000
CAPITAL OUTLAY - ELEMENTARY PHASE III TOTAL	$24,820,000

2. Junior High School Unit

a. Skinner	
Skinner - building addition, add to site	$ 1,500,000
b. Southwest junior high school	$ 4,000,000

c. Byers

- Byers - building addition, add to site $ 1,500,000
- Morey - convert to elementary complex
  see Phase III - Elementary Schools
- Cole - eventually phasing-out and use building for selected grade patterns and for community center

CAPITAL OUTLAY - JUNIOR HIGH PHASE III TOTAL $ 7,000,000

3. Senior High School

a. North $ 1,000,000

- Consolidate the site and relocate athletic field, add facilities for vocational-technical center

b. Manual-College High Project

The professional resources of a regional institution of higher learning will be made available and utilized. The total resources of the college will augment the work of the faculty to continue to build on the traditions represented by Manual High School.

The goal, to be achieved through working with the administration and faculty of Manual, will be to transform and improve Manual High School. It can become the outstanding high school in the city.

A special project director and a steering committee composed of staff and community representatives will guide this development and will evolve plans and programs in the following areas:

- structuring the total Manual High School community for broad practical educational planning and programs conceived in their widest scope, including administration, curriculum, guidance, and counseling, and other activities which affect students

- curriculum development

- re-allocating and augmenting professional personnel and resources

- evaluating and developing plans for the physical plant necessary to implement the program

- applying programmed budgeting techniques

- operating programs on the college campus and at Manual to prepare personnel and meet a wide variety of educational needs

- continue technical-vocational program development such as cosmetology, electronics, drafting, power, and automotive classes

- establish job entry training

- develop intensified programs in all curriculum areas

- improve instructional techniques in all areas with special emphasis on counseling and guidance

- major building addition - add to the building capacity, add swimming pool $ 500,000

In summary, many resources exist and will be utilized to achieve the goal of making Manual an outstanding school. Additional resources will be required and provided.

Pupils choosing to go to Manual will be provided with a superior educational program cooperatively developed and implemented by the Manual faculty in cooperation with a leading institution of higher learning.

c. East $ 2,000,000

- major remodeling to improve educational function for science, home economics, industrial arts, physical education, and to provide a Resource Materials Center
- purchase of state land now being leased
- add to site
- increase capacity of building to 3,000 - 3,500

d. New High School 8,500,000

Construct a new school in the vicinity of West Denver

- acquire site sufficient for construction of second all-city athletic field
- building capacity 3,500 - 4,000 to house West High School pupils and ninth grade pupils from contributing middle schools. Possibly reassign some North High pupils to relieve crowding there.

e. Model High School-Complex 6,000,000

Convert West High School to a special center housing such functions as:

- Science-technical education
- Cultural program

- Space-age education
- Advanced language, mathematics, science and art classes
- Special Education Center
- Special Services Center

Pupils would attend on a part-time basis with transportation provided to and from their home schools.

f. George Washington	$ 2,000,000
. add classrooms and vocational-technical center	
. increase capacity to accommodate ninth grade.	
g. Abraham Lincoln	500,000
. add vocational-technical center	
. increase capacity to accommodate ninth grade	
h. South	800,000
. add vocational-technical center and swimming pool	
. increase capacity to accommodate ninth grade	
i. Thomas Jefferson	500,000
. add vocational-technical center	
. increase capacity to accommodate ninth grade.	
j. John F. Kennedy	800,000
. add vocational-technical center and swimming pool	

increase capacity to accommodate ninth grade.

CAPITAL OUTLAY - SENIOR HIGH PHASE III	$22,600,000	
GRAND TOTAL PHASE III		$54,420,000

4. Other Projects

   a. Develop an Outdoor Education Center on land to be made available through donation.

Estimated costs

Capital outlay during a five-year period	500,000	
GRAND TOTAL		$54,920,000

Phase IV

A. Construction

1. Elementary Complex Units

   a. Cheltenham

. Ashland - replace building (capacity 630 pupils)	$ 1,500,000
. Fairview - eliminate annex (capacity 180 pupils)	25,000
. Eagleton - replace building (capacity 480 pupils)	1,500,000
. Perry - abandon building (capacity 150 pupils)	25,000

b. Montbello*	
. Swansea - replace building (capacity 390 pupils)	$ 1,125,000
. Elyria - convert to pre-primary unit (capacity 150 pupils)	50,000
. Garden Place - replace building (capacity 645 pupils)	1,500,000
. 6 elementary schools (Montbello) @ $1,500,000	9,000,000
c. Fairmont	
. Evans - replace building (capacity 460 pupils) and add to site	1,500,000
d. Mitchell-Cole	
. Crofton - replace building (capacity 360 pupils)	1,080,000
. Wyatt - replace building (capacity 450 pupils) and add to site	1,200,000
e. Mansfield-Tamarac	
. Sites 143 and 146, and school sites in Hampden Heights and East Belleview	7,360,000
f. Morey	
. Moore - replace old section (capacity 240 pupils) and do necessary remodeling	600,000
. Stevens - replace building (capacity 390 pupils) and add to site	1,500,000

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*Phase I - Lease elementary and junior high school facilities
a. Acquire 50-60 acres, near center of area, from developers.
b. Construct elementary and secondary facilities to provide a nucleus for a complex to house children from that area.
c. Acquire elementary sites and construct schools as needed beyond the capacity provided in the complex.

. Wyman - replace building (capacity 420 pupils) and add to site	$ 1,125,000
. Emerson - replace building (capacity 360 pupils)	1,080,000
g. College View	
. Bear Valley Heights - new facility	1,600,000
. West Bear Valley - new facility	1,080,000
h. McKinley-Thatcher	
. Lincoln - replace old section (capacity 540 pupils)	1,260,000
. Washington Park - replace old section (capacity 540 pupils)	900,000
. McKinley - replace building (capacity 345 pupils)	900,000
. Thatcher - replace building (capacity 365 pupils)	900,000
i. Westwood	
. Westwood - new complex	2,500,000
j. Florida and Quebec Street	
. Florida and Quebec - new complex	1,440,000
k. Alcott-Berkeley	
. Smedley - replace old section (capacity 450 pupils)	1,140,000
. Columbian - replace old section (capacity 540 pupils)	1,200,000
ESTIMATED CAPITAL OUTLAY - PHASE IV - TOTAL ELEMENTARY	$43,090,000

Long-range considerations include eventual replacement of all buildings constructed before 1921 with attention given to replacement so that new buildings can serve several subdistricts where children would be within walking distance. Land use patterns as suggested in the City Comprehensive

Plan will also be considered in making decisions about replacement. In addition, consideration for new buildings and sites will be necessary in future annexed areas.

2. Junior High School Units	
a. Gove	
. replace with new facility (capacity 790 pupils)	$ 4,000,000
b. Montbello	
. new facility	9,000,000
ESTIMATED CAPITAL OUTLAY - PHASE IV - TOTAL JUNIOR HIGH	$13,000,000
3. Senior High School	7,500,000
a. North	
. replace old section of building and site acquisition - increasing capacity to 3,000 - 3,500 to accommodate ninth grade pupils from contributing middle schools	
b. Montbello	6,400,000
. new facility for this area	
ESTIMATED CAPITAL OUTLAY - PHASE IV - TOTAL SENIOR HIGH	$13,900,000

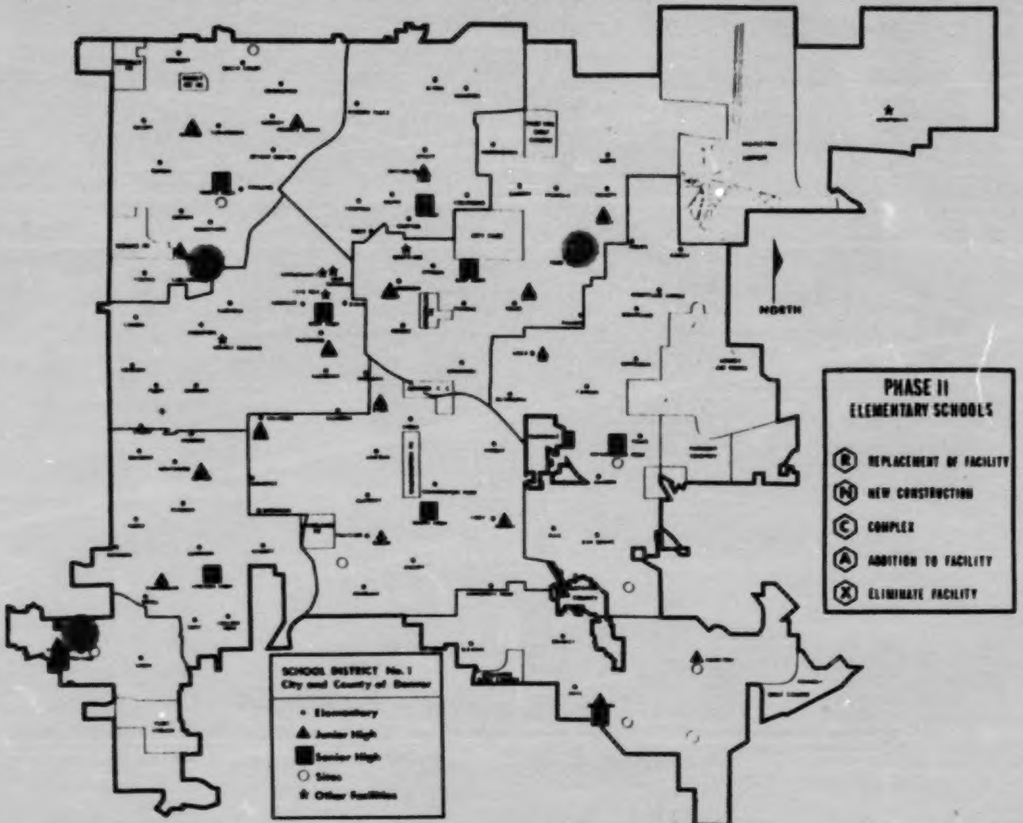
4. Other Projects

a. Construct additional Metropolitan Youth Education Centers in various areas of the city as needed	$ 1,000,000
b. Construct addition to Service Building	1,000,000
ESTIMATED CAPITAL OUTLAY - PHASE IV - OTHER PROJECTS	$ 2,000,000

E. SUMMARY - ESTIMATED CAPITAL OUTLAY - PHASES III AND IV

	Phase III	Phase IV	Total
Elementary Schools	$24,820,000	$43,090,000	$ 67,910,000
Junior High Schools	7,000,000	13,000,000	20,000,000
Senior High Schools	22,600,000	13,900,000	36,500,000
Other Projects	500,000	2,000,000	2,500,000
	$54,920,000	$71,990,000	$126,910,000

The phases outlined in the foregoing meet the major objectives of the plan for quality integrated education in the Denver Public Schools. As additional study of building needs is made by the school staff and citizens of the community it is possible that the time-phasing of construction can be modified on the basis of priorities established. The proposed steps are in keeping with an orderly approach to achieving the goals as fast as is reasonable from the point of view of citizens of the community as well as being financially feasible.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Junior High
Senior High
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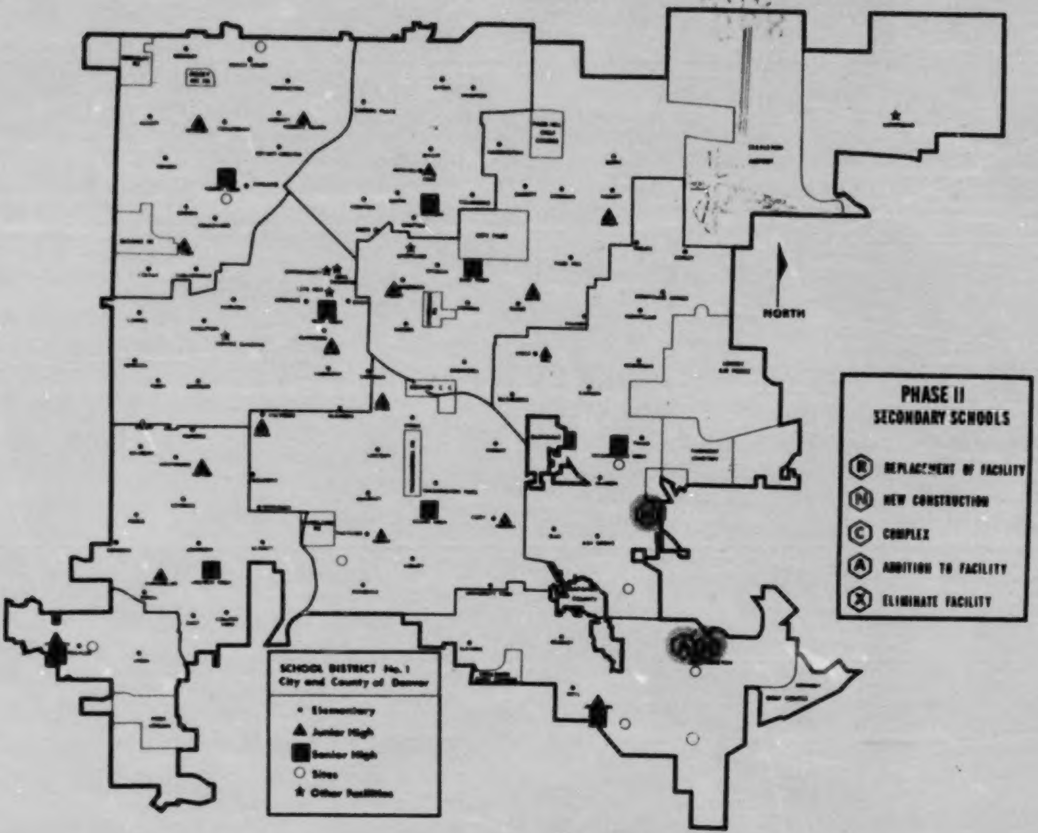
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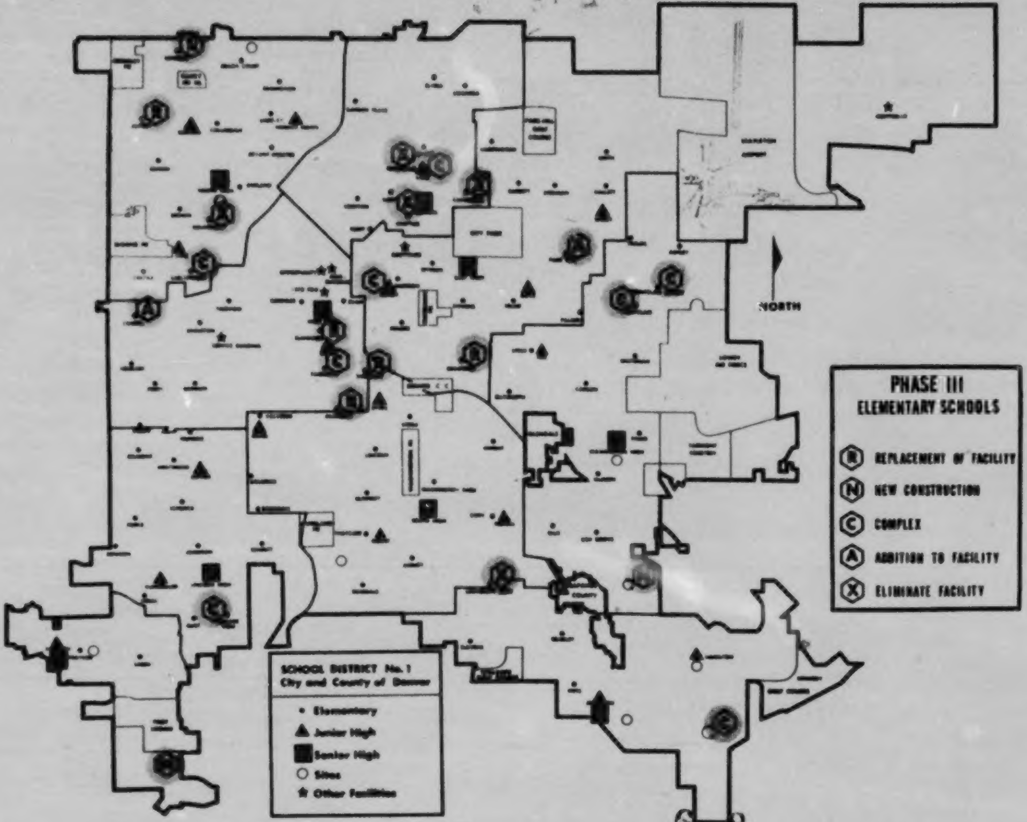
■ Senior High
○ Sites
★ Other Facilities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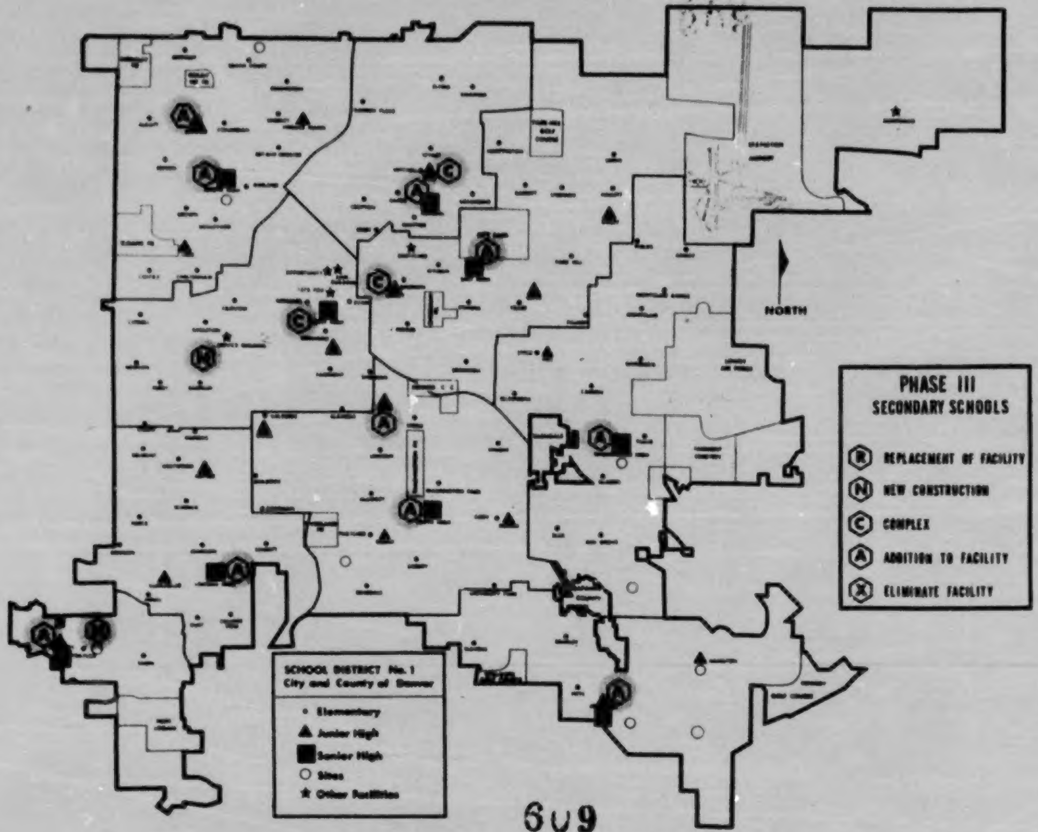
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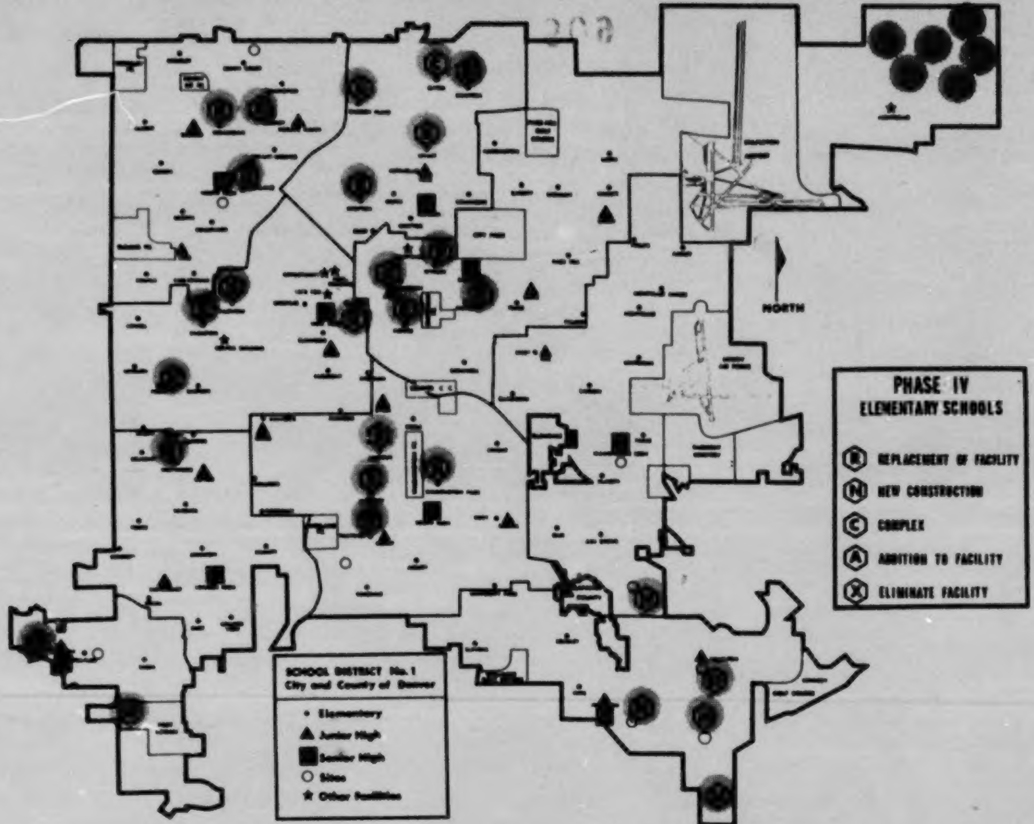
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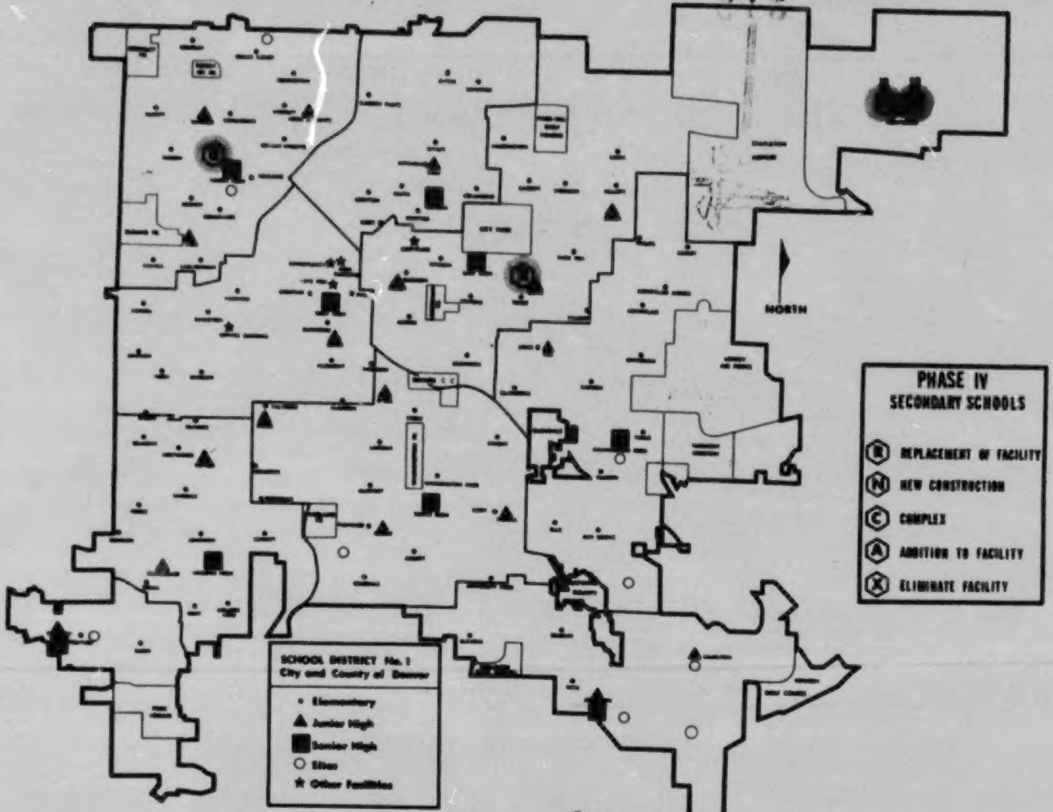
○ Sites
★ Other Facilities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▲ Junior High
■ Senior High
○ Sites
★ Other Facilities

FINANCING QUALITY-INTEGRATED EDUCATION

Financing education is usually considered under the two general headings of operating and capital outlay expenses. These two categories have been referred to in the report under such specific topics as instruction, supportive services, transportation, health services, and school building facilities.

Operating expenditures are the day-to-day expenses of running the school system and are budgeted annually.

Programs and services discussed in the report will require an expenditure of funds included in the 1968 and 1969 budgets. As these programs and services are expanded and as costs on education continue to rise, additional funds in these budgets and in future budgets will be required.

On the other hand, capital outlay funds usually derived from bond funds are used to finance the construction of buildings, additions, major remodeling, and equipment.

Bond funds must be authorized by a vote of the people and are a lien on the taxable property of the District. State law limits the amount of bonds which can be issued to 10% of the assessed valuation of property in a school district without permission of the Tax Commission or 15% if voted by the people and approved by the Commission. Therefore, based on an assessed valuation of $1,225,089,510 (1967 abstract) the Denver Schools would be permitted by law to incur a total bonded indebtedness of approximately $122,500,000, or with permission of the Tax Commission $183,800,000. Outstanding bonds from the 1952 and 1956 bond issues being retired by annual payments total $27,900,000. Therefore, the District has a net bonding capacity of a minimum of $94,600,000 or a possible maximum of $155,900,000. Immediate school facility needs require a capital outlay of $54,920,000 and if financed entirely by bond funds are well within this range of current debt limitation.

PLANS FOR INVOLVEMENT

Presentation of this proposed plan by the Superintendent to the Board of Education constitutes a first step in compliance with Resolution 1490. The next important step is the consideration of the plan by the Board of Education, the staff, and the citizens.

The nature of these recommendations is such that their implementation depends upon informed criticism, public understanding, and support. Planned feedback is essential when the proposed education plan involves program and policy changes which can succeed only with public acceptance.

Close coordination with the community will be maintained through the city news media in order to engender a thorough and complete examination of the plan. Information will be provided to insure widespread communication and to generate interest in and support for the Denver Public Schools.

If the proposed process is to serve this community, citizens must have the opportunity to consider carefully and to modify the suggested courses of action. With the help of the press and the public, this opportunity will be extended through planned hearings. The responses of the citizens and professional staff to the recommendation will, in the final analysis, determine the makeup of the integration program adopted by the Board.

Public Hearings

The Board of Education will hold public hearings on the plan at South High School at 7:30 p.m. on:

- November 12, 1968
- November 26, 1968

These hearings will be telecast by KRMA-TV, Channel 6. This arrangement not only permits interested citizens to voice their opinions publicly but also provides wide dissemination of the views stated by participants.

In order to promote full and complete discussion of the issues by all concerned citizens, the Board of Education and the Superintendent plan to take other steps designed to encourage community understanding of the proposal.

Speakers Bureau

Speakers will be made available to explain the plan to interested groups of citizens, service clubs, and civic organizations.

> Speakers may be scheduled by calling the Speakers Bureau at the School
> Administration Building, 266-2255

Idea Exchange Center

Idea Exchange Centers will be established in each of four schools in various geographic areas of the School District. Staff members will be available to explain the plan, provide requested data,

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record suggestions, and to transmit information to the Superintendent and Board of Education.

Individuals or groups wishing to record their views or to present statements for consideration may schedule time for expressing their positions by phoning the Idea Exchange Center, School Administration Building, 266-2255.

Appointments may be made at any time for use of the Idea Exchange Center between the hours of 9:00 a.m. and 9:00 p.m. on the following dates:

- November 11, 12, 18, 19, 25, 26
- December 2, 3

If these dates do not provide sufficient time to accommodate all requests, additional dates may be scheduled.

Televised Board Conference

A conference will be held on December 5 at 7:30 p.m. at which time the Board of Education will discuss the plan. This board conference will be broadcast over KRMA-TV, Channel 6 so that citizens may hear the points of view of individual board members.

Additional Information

It is planned that during the course of the next few weeks additional information concerning the plan will be made available by the Superintendent. These additional data will be furnished freely to

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the public, to all television and radio stations, and to all newspapers serving the community so that the people may be kept apprised.

Written Communication

Any interested citizen of Denver is invited to express his views or give his suggestions regarding the proposal at the public hearings. Those who are unable to attend the hearings, or who may not wish to do so, are urged to write their suggestions to:

Board of Education
414 Fourteenth Street
Denver, Colorado 80202

WHAT THE PLAN ACCOMPLISHES
- A SUMMARY -

The Model-School Complex, a subsystem of the city and school system, links together large groups of students of varying socio-economic, racial-ethnic, and religious backgrounds on one or more interrelated sites. Education in the complex reaches toward all of the cultural, recreational, social, and economic resources of the area. The complex focuses on innovation, research and development, evaluation of educational change and diffuses tested educational improvements to the whole system. Students in the group of schools making up the complex share the facilities in the central or core school making use of specialized staffs, programs, support services, and facilities.

The Model-School Complex concept designed for Denver makes possible provision for differentiated assignment of teaching staff, construction of new facilities, development of innovative teaching methodology and materials, lengthening of the school day and year, involvement of neighborhood citizens in decision making related to education of their children. These changes, while important, do not by themselves bring about integration. However, *school organization within the Model-School Complex can contribute significantly to integration.*

Services Within the Complexes

School complexes can be constituted in many ways. For example, schools with memberships of different ethnic composition can be grouped in a complex in such a way that a variety of integrated experience can be provided:

- Classes from various schools will be brought together to participate in special programs in the Central Complex.

- Special needs of pupils can be served by attendance at the center for a short period of time daily or for some portion of a day on a scheduled basis. For example, pupils who would profit from intensive instruction at the reading center could be enrolled for an hour per day in order to receive the help of reading specialists.

- Students can be assigned to the core school for extended periods of time - such as a week, month, or semester - so as to use the multi-media instructional devices provided.

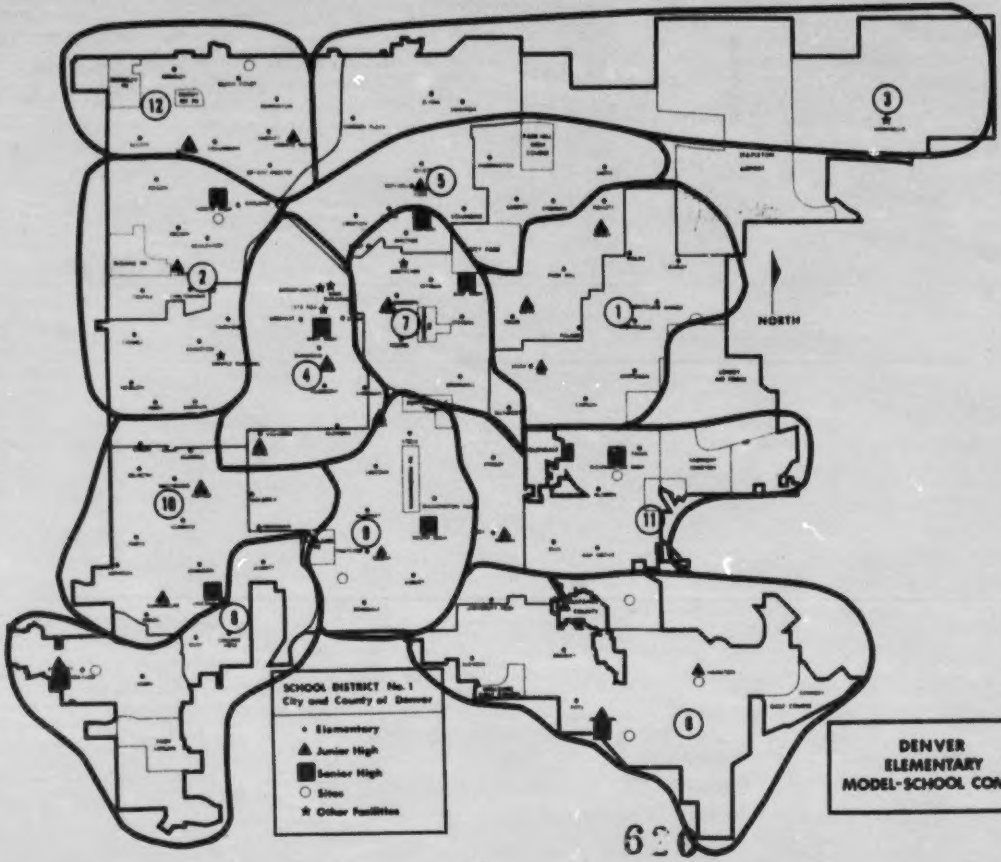
- Accommodation of similar grade levels in various schools within the complex would result in bringing together a staff with specialized professional competency. For example, one school within the unit might be devoted to pre-primary education, another K-2, and a third, grades 3-6.

Integration Within Elementary Complexes

In order to assess the potential contribution the complex can make to integration, the city was divided into twelve Elementary Model-School Educational Complexes. This is shown in the accompanying table.

It can be seen that if, in the initial stages, an assumption is made that no complex should contain a minority population greater than 50%, transportation of pupils from only three of the twelve complexes as they are now constituted will be required. If it is determined that this measure should be applied, adjustments in the ethnic composition can be made when the oldest structures in the School District are razed.

> For example, in Area Three, 390 pupils can be transported to achieve integration when an old school is eliminated; in Area Four, 1,050 pupils can be assigned to non-minority schools as older buildings are closed; in Area Five, 1,785 pupils from schools scheduled for closing can be enrolled in complexes presently lacking a multi-ethnic student body.


12
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NORTH
10
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8
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
▲ Junior High
■ Senior High
○ Sites
★ Other Facilities

**DENVER
ELEMENTARY
MODEL-SCHOOL COMPLEX**

ELEMENTARY MODEL-SCHOOL COMPLEX
ESTIMATED POPULATION COMPOSITION

Area	Number of Schools in Complex	Percent Population Range		Proposed Complex Population#		
		% Minority	% Anglo	% Minority	% Anglo	
1	10	7% - 87%	11% - 91%	22%	76%	
2	11	18 - 92	6 - 83	46	50	
3	4	8 - 79	20 - 85	62	36*	a
4	7	24 - 87	12 - 75	61	39*	b
5	9	93 - 99	1 - 5	97	2*	c
6	4	0 - 1	98 - 99	1	99	
7	7	8 - 99	1 - 90	43	57	d
8	5	2 - 24	76 - 98	8	92	
9	7	4 - 17	76 - 98	9	88	
10	9	5 - 52	47 - 94	23	77	
11	7	0 - 8	90 -100	1	98	
12	7	10 - 74	25 - 90	45	54	

# Minority percentages include Negro and Hispano. Therefore all percentages do not total 100%.

* Transportation will be required to maintain integration.

a. The major ethnic group is Hispano. As Montbello develops % of minority pupils expected to decrease lessening need for transportation for integration.

b. The major ethnic group is Hispano. Transportation to other areas required for integration.

c. The major ethnic group is Negro. Transportation of 2,329 intermediate pupils to other areas will improve integration. New primary units will house Preschool through Grade 3.

d. The transportation of 312 intermediate pupils from Whittier will reduce the minority % in the District.

Note: The transportation of these pupils will be phased with the availability of space.

Integration Within Junior High Schools

The Junior High Schools in the Model-School Complex will operate in a different manner than either the Elementary Model-School Complexes or the Senior High School Complexes in order to avoid unnecessary duplication of effort. The junior high complexes will serve 1) as an organizational base for required supportive services, and 2) as a means of decentralizing the administration of the junior high schools.

Integration at this level will be accomplished primarily through transportation of pupils from crowded inner-city schools. It will be necessary to transport pupils from predominantly minority schools in some instances. Plans to accomplish this have been discussed for Cole and Smiley. Similarly transportation may be required at Morey and perhaps at Baker and Horace Mann. While pupil transportation will have an important role in the District's integration plan continuing intensive efforts to upgrade the curriculum within the schools will also be required - for while there is hope that integrated education will contribute measurably to improving children's academic performance - lasting improvements in school achievement will require intensified, quality education wherever pupils go to school. Commenting in this regard concerning his report Dr. Coleman concludes that while integration provides benefits it takes only a small step toward equality of educational opportunity.*

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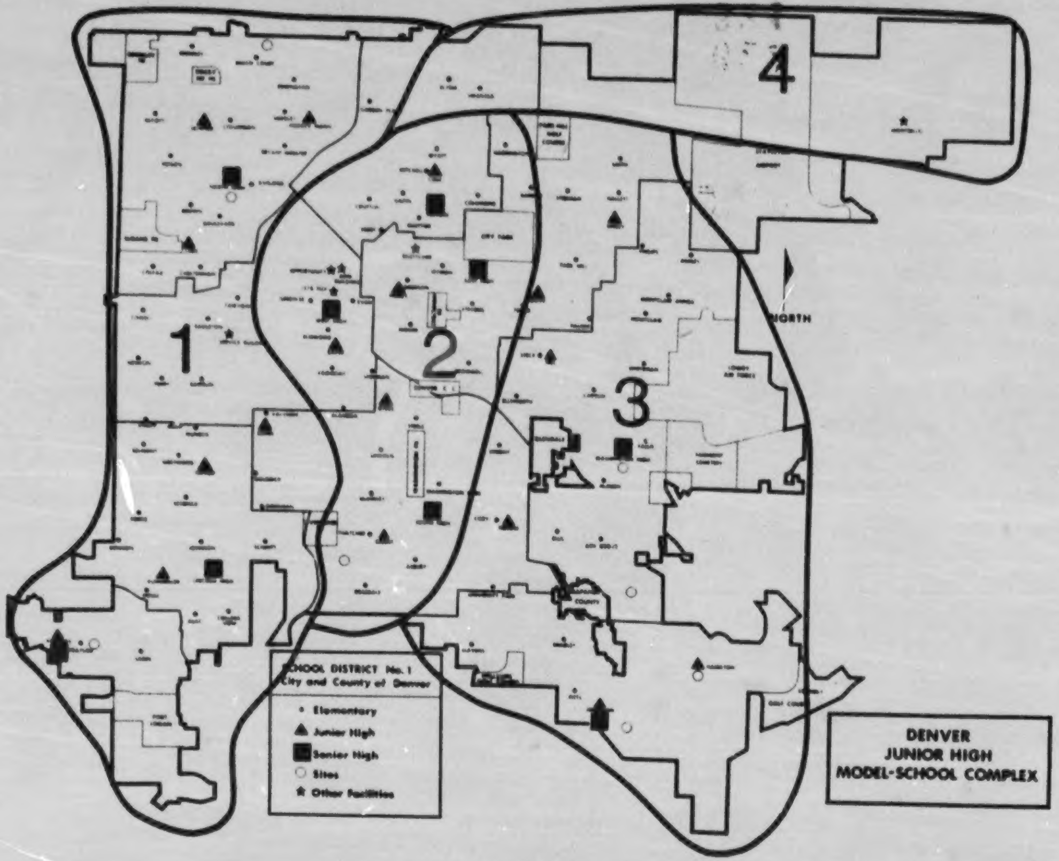
*"Towards Open Schools," James S. Coleman, the Public Interest, Fall 1967, P. 23.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NORTH
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
▲ Junior High
■ Senior High
○ Sites
★ Other Facilities

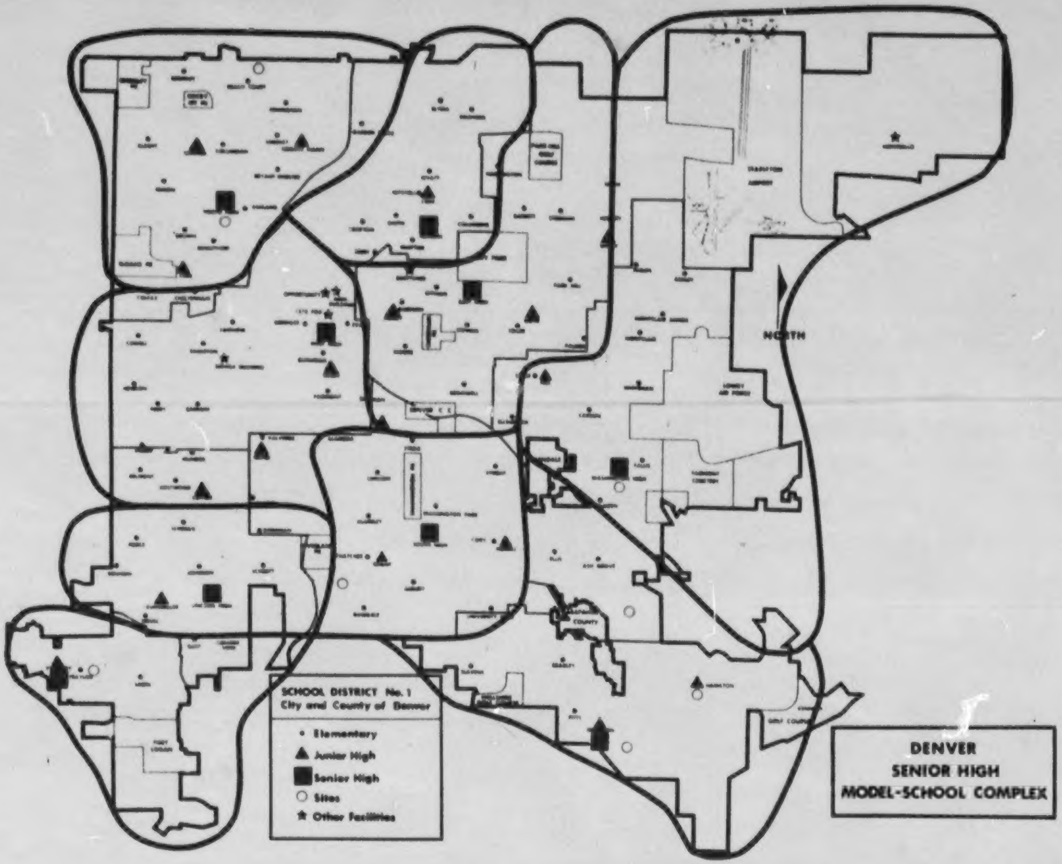
DENVER
JUNIOR HIGH
MODEL-SCHOOL COMPLEX

EFFECTS OF TRANSPORTATION
OF JUNIOR HIGH SCHOOL PUPILS
ESTIMATED POPULATION COMPOSITION

Area	Number of Schools	Present Population Range		Proposed Population Distribution	
		% Minority	% Anglo	% Minority	% Anglo
1	7	1% - 92%	9% - 99%	30%	69%
2	5	5 - 95	6 - 94	48	51
3	5	1 - 69	30 - 99	15	69
4	1	Self-contained Montbello Educational Complex - which, it is estimated will be racially integrated when completed.			

Integration of Senior High Schools

The Senior High Model-School Complex will be an essential means by which cross-racial education can be accomplished. In its initial stages, the High School-Complex will accommodate 3,000 pupils at any one time. Because attendance at the center will be for relatively short modules of time, many of the District's high school students will be able to benefit from the quality, integrated education to be given in the complex. At some time during their high school careers most of Denver's approximately 20,000 high school students will have the opportunity for meaningful cross-racial, educational experiences. When the present West High School has been relocated, remodeling of the building will provide facilities forming the nucleus of the Senior High Model School-Complex.


NORTH
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
▲ Junior High
■ Senior High
○ Sites
★ Other Facilities
DENVER
SENIOR HIGH
MODEL-SCHOOL COMPLEX

Integration in the City's high schools will also occur through expansion of the open enrollment plan with transportation being provided whenever the requested transfer improves integration and whenever numbers of pupils are within the capability of the District to be accommodated. Determination of the number of pupils who will exercise their option under this plan can be made during the current school year.

Other Integration Plans

Meaningful integration will also occur through metropolitan student exchanges; at the Outdoor Education Center providing live-in, integrated quality education for as many as 1,000 youngsters per week; and in other culturally-shared learning experiences such as are provided by the Cultural Understanding Program, the Cultural Arts Center, the regular summer school programs, and the after-school recreation programs.

Transportation and Pupil Assignment

Changes in pupil assignment by means of modifications in school attendance areas will also be utilized to improve integration. Careful study has revealed that such boundary changes will be of most value in preventing resegregation in certain areas of the city.

Open Enrollment Plan

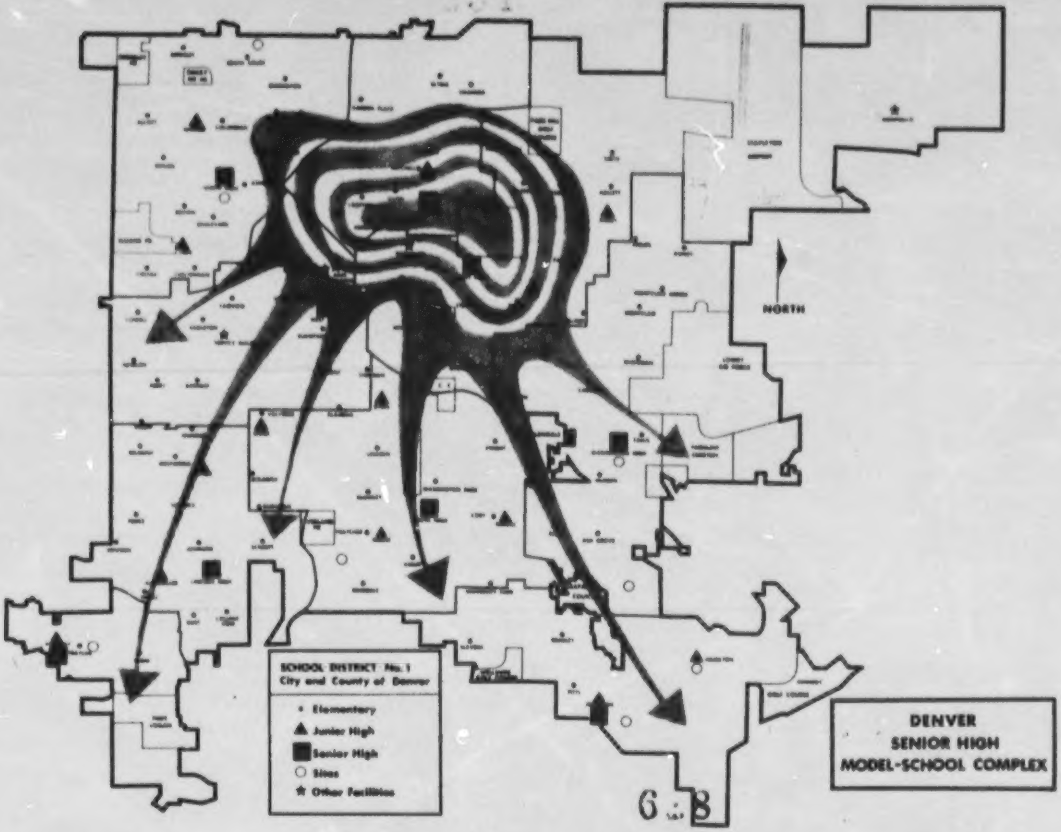
At the present time within the City and County of Denver there are 24 elementary schools, 5 junior high schools, and 4 senior high schools which have less than 10% Negro and Spanish-American pupils. In contrast, there are 8 elementary schools, 2 junior high schools, and 1 senior high school having more than 50% Negro, and 18 elementary schools and 2 junior high schools having an enrollment of over 50% Spanish-American pupils. Students who attend these schools live within almost completely segregated communities, and cannot be placed in integrated school situations by means of revising subdistrict area boundaries. Offering integrated school experience to these pupils will require transportation of some pupils.

There is crowding in some schools in the city. Schools in other sections have under-utilized capacity. These schools may be used to improve integration. When new schools are constructed, additional capacity will be included so that pupils from inner-city schools may attend.

The proposed plan, effective the second semester of the 1968-1969 school year, is presented as follows:

Senior High Schools

Any senior high school student who wishes may request enrollment in the school of his choice provided the transfer will permit him to participate in an integrated school program. This request for transfer could be full-day or half-day enrollment for a minimum of one semester. The maximum time would be determined by the student and his parents. Transportation of students will be subsidized by the Denver Public Schools The schools may provide services by school bus, public transportation, private automobile, or chartered bus, depending on the transportation problem.


NORTH
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
▲ Junior High
■ Senior High
○ Sites
★ Other Facilities

**DENVER
SENIOR HIGH
MODEL-SCHOOL COMPLEX**

The plan will operate under the following conditions:

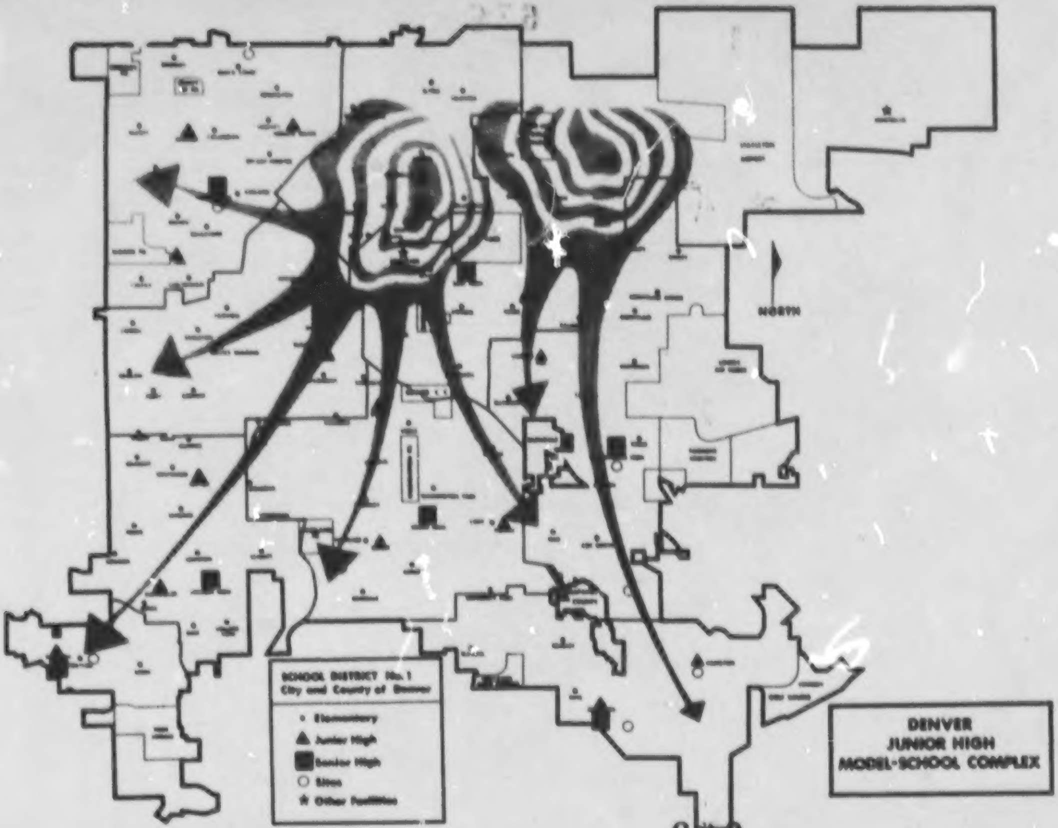
1. Request for enrollment in another school must improve integration in the receiving school.
2. Request for enrollment must be in writing and signed by the student and his parent or guardian.
3. Request for enrollment must be approved by the school administration since decisions must be based upon the reasonableness of the numbers of pupils involved.
4. Request for enrollment must be for one-half or a full-day for a minimum of one semester.
5. If a student elects full enrollment in another school, he will be eligible to participate in all student activities in that school, subject to existing limitations on students who transfer from other situations. Otherwise, he will continue to participate in student activities at the school of his original enrollment.
6. Transportation will be established so that any brothers and sisters of a pupil requesting a transfer also may be enrolled in the new school.

Junior High Schools

Any junior high school student who wishes may request enrollment in a junior high school of his choice provided the transfer will improve integration. This request for transfer must be made for full-day enrollment for a minimum of one semester. Transportation of students may be by school bus, public transportation, private automobile, or chartered bus, depending on the transportation problem.

The plan will operate under the following conditions:

1. Request for enrollment in another school must improve integration in the receiving school.


NORTH
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
▲ Junior High
■ Senior High
○ Sites
★ Other Facilities

DENVER
JUNIOR HIGH
MODEL-SCHOOL COMPLEX

2. Request for enrollment must be in writing and signed by the student and his parent or guardian.

3. Request for enrollment must be approved by the administration since decisions must be based upon the reasonableness of the numbers of pupils involved.

4. Request for enrollment must be for a full-day for a minimum of one semester.

5. Transportation will be established so that any brothers and sisters of a pupil requesting a transfer may also be enrolled in the new school.

Elementary Schools

Any parent or guardian of an elementary school pupil who wishes may request to have his child enrolled in any elementary school provided the transfer will improve integration. This request for transfer must be for a full-day enrollment for a minimum of one semester. Transportation of the students will be provided by the School District.

The plan will operate under the following conditions:

1. Request for enrollment in another school must improve integration in the receiving school.

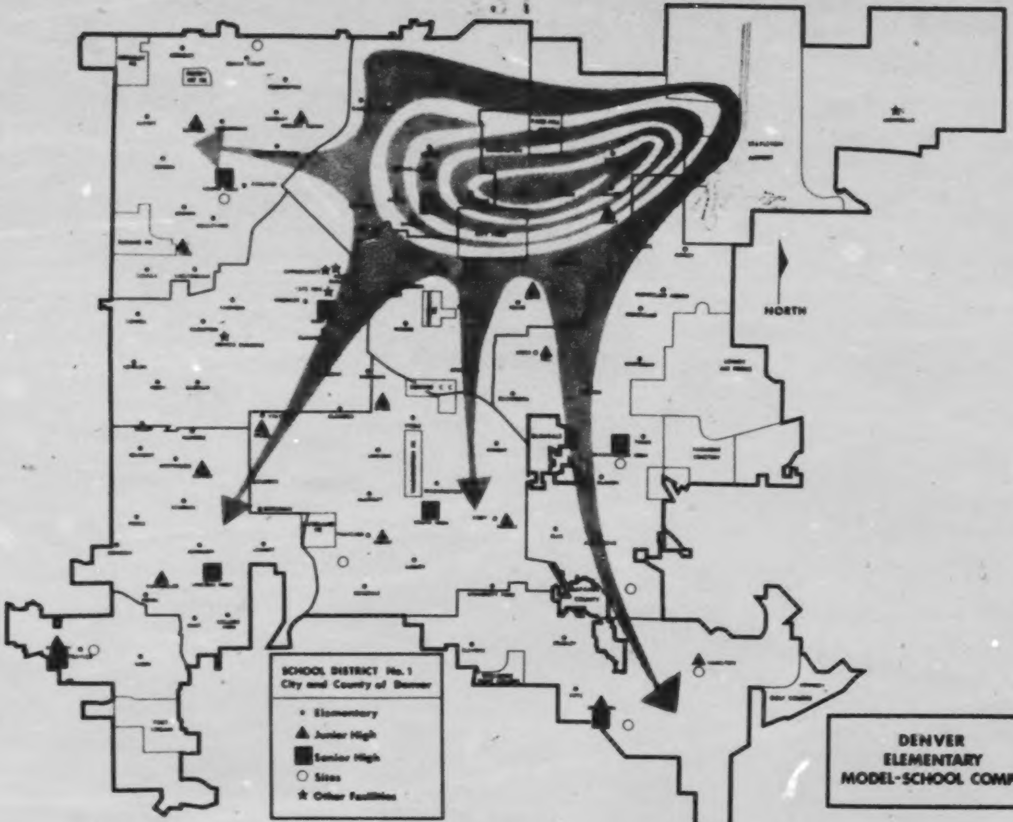
2. Request for enrollment must be in writing and signed by the parent or legal guardian.

3. Request for enrollment must be approved by the school administration since decisions must be based upon the reasonableness of numbers involved.

4. Request for enrollment must be for a full-day for a minimum of one semester.

5. Students will be assigned in such a way that they will be integrated throughout the grades and classes of the receiving school.

6. Transportation will be established so that brothers and sisters of a pupil requesting a transfer may also be enrolled in the new school.


SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities
NORTH

DENVER ELEMENTARY MODEL-SCHOOL COMPLEX

These provisions for voluntary open enrollment - with transportation provided by the District - to improve integration in the Denver Public Schools represent a major step forward. While the initial phases may be governed by the reasonableness of numbers in terms of space and the ability of the District to finance the program, the long-term implications are extremely promising.

Implementation of pupil transportation proposals to provide quality, integrated education has been started. Approximately 900 pupils already are being transported from Philips, Smiley, Smith, and Stedman Schools to other schools with available capacity. This aspect of the integration plan can be expanded as needed schools constructed in newer parts of the city provide additional capacity.

Instructional Programs

The real value of any transportation plan depends upon the educational program that awaits pupils at the end of their journey. This is the key to the proposed plan for quality, integrated education. Programs of massive cross-busing for racial balance do not, in themselves, contain sufficient promise of long-range educational benefits.

The recommended plan is based upon programs of educational excellence. When transported pupils arrive, they will benefit from the educational experience which has been carefully planned to provide a level of instruction beyond that possible in every school.

The racially and socially shared learning experiences proposed in the plan will succeed, because they are built upon exemplary educational programs. At the elementary level, the educational complexes will contain multi-media equipment, a resource of specialized staff and supportive services too costly to duplicate in all schools.

The Senior High Model-School Complex will be the educational hub for students from all of the city's high schools. In this centralized complex will be offered an extremely broad range of courses and activities for high school students who will attend this center for highly specialized offerings. For example, advanced courses will be given in the cultural arts, mathematics, science, language, the humanities, commercial, and technical education. In addition, the Complex will serve as a center for advanced placement and college level courses; data storage and information retrieval; resource materials and student study; educational research and development; District supportive educational and administrative services.

Through this center, all of the proposed complexes can be interrelated through a communications network of television and other media. An organizational structure can be created which will allow for economical utilization of facilities, personnel, and materials throughout the entire school system.

Two other equally exciting educational programs, based upon innovative educational ideas with the potential for providing cross-ethnic and quality educational experiences are the proposed Outdoor Education Center and the Manual-College High Program. Denver urgently needs such educational facilities and programs wherein pupils from all races can attend and learn together. These two new developments will be an important part of the District's offerings. It is planned that these programs will evolve into productive educational experiences for the children and youth of Denver.

Staffing

Staffing patterns will continue to be consistent with the goals and objectives of integration. At the present time there are 425 minority teachers in a total teacher staff of more than 4,000. Newly employed minority teachers are assigned to schools in ways that best promote integration of the professional staff. Continuing efforts are being made to recruit and employ additional qualified minority educators as teachers and administrators.

Intensive efforts to hire and retain minority group employees for all job classifications are under way.

A most important part of staffing practices relates to sensitivity training wherein the entire professional corps of the Denver Public Schools will be sensitized to the importance and implications of their work for human and intergroup relationships. Several projects to accomplish this are currently being carried on by the Office of School-Community Relations by means of inservice meetings, seminars, and television programs.

Facilities

Implementation of the Model-School Complex concept enables the staff and community to approach school building design in innovative ways. Modern educational programs require many types of classrooms, laboratories, special spaces, and service facilities to complement the wide variety of teaching-learning experiences in the schools.

Effective planning will enable the staff and citizens to make economical use of existing buildings, replace older buildings in locations best suited to the needs of the community, and to construct new buildings in areas of the District where children do not now have schools close to their homes.

The following table summarizes projects proposed in the various phases of the report:

Summary of School Building Projects

Under construction

Elementary addition	1
Elementary Complex unit	1
Junior high school - new	1
Junior high school - addition	1

Authorized and financed

Elementary Complex unit	1
Junior High School	1

Projects in Phase III - Bond fund financing required

A. Elementary

Replacements	7
Elimination of old sections	5
Conversions to Complex units	3
Major additions	2
New buildings	3

B. Junior High Schools

Conversions to elementary Complex units	2
Major additions	2

C. Senior High Schools

Major additions	8
New buildings	1
Conversion to Model-High School Complex	1

D. Other Projects

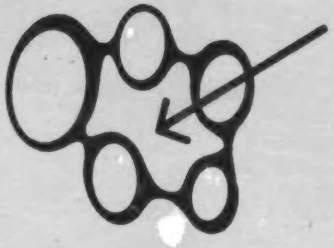
Other Projects	1

Projects under construction and authorized will be financed by means of Capital Reserve Funds. Bond funds will be required for those projects needed to implement the most urgently needed building remodeling, replacement, and new construction.

In addition to these projects other building needs have been identified and have been included in Phase Four so that in the long-range consideration all of Denver's school building needs can be met. Complete details of this phase are found in Phase Four of the Time-Phase section of the report.

Initiating Complex Organization

Immediate steps to begin implementing the Model-School Complex Concept can be taken as soon as the proposal is approved. Once the Complex structure has been identified, the administrative organization can begin to function even though actual construction of some units will begin in a later phase. This reflects the flexibility inherent in the Complex Concept because the administrative structure can begin functioning at once thereby assisting in planning, decentralizing the decision making process, and serving to provide required supportive services.



The materials contained in the Appendices are illustrative of the comprehensive nature of the community contacts made and the extent of relevant printed materials studied by the Consultants. Some of the organizations communicated their suggestions by letter, while representatives of others conferred directly with the consultants. These activities engaged in by the Consultants represent an important contribution to the report.

Any other interested individuals or groups who were not contacted or who may have additional suggestions are asked to forward these at this time.

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APPENDIX A

LIST OF LOCAL ORGANIZATIONS ASKED FOR DATA AND MATERIAL:

Adult Educational Council

American Civil Liberties Union

American Friends Service Committee

American GI Forum

  Denver Chapter
  Mile-Hi Chapter
  Skyline Chapter

American Jewish Committee

Anti-Defamation League

Au Naturel

Auraria Community Center

Bahai Denver Assembly

Black Educators United

Black Youth United

Boulevard East Community Action Group

Bureau of Indian Affairs

Capitol Hill Improvement Committee

Catholic Human Relations Council

Catholic School Office

CEA Summer Project

Christian Family Movement (CFM)

Chamber of Commerce

Children's Educational Fund

Churchwomen United in Denver

Citizens for One Community

Clearinghouse for Concerned Citizens

Colorado Civil Rights Commission

Colorado Council of Churches

Colorado Department of Employment

Colorado Education Association

Colorado Office of Economic Opportunity

Colorado Partners of the Alliance (CPOA)

Commission on Community Relations (Denver)

Committee on Greater Opportunity

Community Development Agency

Concerned Citizens for Neighborhood Schools

Congress of Hispanic Educators

Congress on Racial Equality

Core City Ministries

Crusade for Justice

Curtis Park Community Center

Delta Sigma Theta Sorority, Inc.

De Smet Indian Center

Denver Boys, Inc.

Denver Classroom Teachers Association

Denver East Central Human Relations Council

Denver Federation of Teachers

Denver Housing Authority

Denver Inner City Parish

Denver League of Women Voters

Denver Opportunity

Denver Opportunity Youth Center

Denver Parks and Recreation

Denver Police Department

  Police Community Relations Division

East Arapahoe County Human Relations Council

East Denver Parents Council

East Side Action Council

Foundation for Urban & Neighborhood Community Development (FUND)

Future of Central Area Schools

Good American Organization

Inner-City Entrepreneurs (ICE)

Japanese American Citizens League

Jefferson County Human Relations Council

Jobs for Progress, Inc.

LARASA - OJT

Latin American Educational Fund

Latin American Research and Service Agency, Inc.

LEAP

LEAPFROG

Littleton Council for Human Relations

Loretto Heights College

Magi Adventurers

Manual John-Donne Foundation

Metro Denver Fair Housing Center

Metropolitan Council for Community Service

Metropolitan Council for Community Service

Metropolitan State College

Model Cities

Mountain States Employers Council

NAACP

  Freedom House
  Junior and Senior High School Clubs of Mile Hi (NAACP)
  Metropolitan Council
  Mile-Hi Chapter
  Park Hill Branch
  Park Hill Young Adult and College Chapter

National Conference of Christians and Jews

National Congress of American Indians

National Council of Jewish Women

National Council of Negro Women

Neighborhood Health Center

  (Sponsored by City & County, Health & Hospitals)

Neighborhood Youth Corps

New Hispanos

North Denver Action Council

Northeast Park Hill Civic Association

Northwest Denver Community Relations Council

The Optimist Club of Southeast Denver

Park Hill Action Committee

Platte Valley Action Council

Regis College

Religious Council on Human Relations

Roman Catholic Church Human Relations Committee
Salaries, Inc.
Salvation Army
Service Employment Redevelopment (SER)
Southeast Denver Human Relations
Southeast Denver Jaycees
Southeast Denver Social Action Group
Southwest Action Council
Southwest Adams County Human Relations Council
Southwest Denver Human Relations Council
Spanish Surnamed Small Businessmen's Association
State Department of Education
  Division of Urban Education
Turnstile
United for Progress
United Fund
United States Civil Service Commission
United States Dept. of Transportation
United States Small Business Administration
University of Colorado
  Community Service Department
University of Colorado - Denver Extension Center
  Center for Urban Affairs
Urban League of Denver
Urban Renewal Authority
West Side Action Council
White Buffalo Council
Women for One Community
Work Opportunity Center
  Denver Chamber of Commerce
YEA for Denver Program
YMCA:
  Branch - 25 East 16th Ave. 80202
  Branch - 1545 Tremont Place
Youth Council for Community Action (YCCA)
Youth Opportunity Center
Youth Motivation Program

APPENDIX B

The list of some books, documents, and articles that have been evaluated for this report are:

Agreement Between the School District Number One in the City and County of Denver, State of Colorado, and the Denver Classroom Teachers Association, DCTA-CEA-NEA, Denver, Colorado, November 21, 1967-April 6, 1969.

Alternatives for Urban School Reform, Fantini, Mario D., HARVARD EDUCATIONAL REVIEW (Reprint), Winter, 1968, Ford Foundation Office of Reports, New York, New York, 1968.

Analysis of Dropout Statistics of the Colorado Dropout Research and Action Project, Colorado State Department of Education, Denver 1965.

As the Child Reads..., The Treatment of Minorities in Textbooks and Other Teaching Materials, National NEA-PR & R Conference on Civil and Human Rights in Education, Washington, D.C., February 8-10, 1967.

The Beautiful People of Denver: Myth or Reality?, Mendelsohn, Harold, Ph.D. Address, B'nai-Brith Anti Defamation League Presidents' Conference, Denver, Colorado, February 14, 1947. (Paper based on research conducted under Office of Economic Opportunity Contract Colo-Cap-66-9575.)

Big City Schools IV-Washington: National Momument to Failure, Jacoby, Susan L., SATURDAY REVIEW, pg. 71 ff., November 18, 1967.

Black Ghetto, Vernon, R., Pioneer Publishers, New York, New York, 1968.

Blacktown & Whitetown -- The Case for a New Federalism, Ferry, W.H., SATURDAY REVIEW, pg. 14 ff., June 15, 1968.

Blueprint for the Disadvantaged, Riessman, Frank, Anti-Defamation Leage of B'nai Brith, New York, New York.

Colorado Cooperative Manpower Plan, Fiscal Year 1968, CAMPS, Colorado Manpower Coordinating Committee, June 1967.

Colorado Manpower Review, Colorado Department of Employment, July 1967.

Community Data, The YMCA of Metropolitan Denver Goals and Objectives, Long-Range Development Study, February 1964.

Community Leaders and Minority/Poverty Issues in Denver, Colorado, University of Denver Community Social Survey Project - Bulletin 3, Mendelsohn, Harold, Ph.D., Director; Cassata, Donald, and Goding, William, Research Assistants; Denver, Colorado, June 1967.

Community Renewal Program, City and County of Denver, Colorado (Official Brochure).

Denver Boys, Inc., 20th Anniversary Report: The Rotary Club of Denver, Colorado Department of Employment, and Denver Public Schools, Sponsors (Ewing, Tom W., Director, and McWhinnie, C.J., Chairman of the Directorate), Denver, Colorado, October 20, 1966.

Denver Department of Welfare Maps and Charts on Census Tracts in the City of County of Denver, December 1953.

Denver Metropolitan Area Economic and Social Profile, Vaughan, R.D., MST, June 1962.

The Denver Metropolitan Area Catholic Schools of the Archdiocese of Denver, Current Status -- Future Outlook, Research Study, 1967-1968, Office for Educational Research, University of Notre Dame, Notre Dame, Indiana, 1968.

Denver Metropolitan Area Jobs and the Future, Vaughan, R.D., MST, October 1962.

Denver 1985 -- A Comprehensive Plan for Community Excellence, Currigan, Thomas G., Mayor, City and County of Denver, Denver, Colorado, January 1, 1967.

Denver's School Buildings - - Today and Tomorrow, A Five Year Plan, Denver Public Schools Division of Planning and Engineering Services, August 1967.

Dictionary of Occupational Titles, 1965, Volume II, U.S. Dept. of Labor, Manpower Administration, Bureau of Employment Security.

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Exhibit 3

COMMUNITY EDUCATION COUNCIL
2301 South Gaylord Street
Denver, Colorado 80210
753-2089

April 20, 1975

To: C.E.C. Members and Media Representatives

From: Maurice B. Mitchell, Chairman

Structure Committee Report, revised April 25, 1975

This report was prepared by a committee appointed to consider C.E.C.'s present structure and procedures, and to make suggestions for consideration by C.E.C. in its second year. The committee reviewed the functions of C.E.C., the structure and procedures established to accomplish these functions, and the need for staff assistance.

Functions: The Court established five basic functions for C.E.C. This Committee suggests that the first function, as stated, be deleted:

> "Coordination of the efforts of community agencies and interested persons in implementation of the plan."

C.E.C. should encourage the coordination of such efforts, but not itself provide the actual coordination. In particular, members of the committee felt that this activist function potentially conflicts with the monitoring and educational functions of C.E.C.

The committee also suggests that renewed emphasis be given to C.E.C.'s community education functions. Such community education efforts should reinforce the efforts of the first year; should be regularized and be focused to deal with pertinent issues; and, of course, should seek to present an accurate, broad picture of desegregation efforts, including both pluses and minuses.

Structure and Procedures: The committee suggests that the School District Liaison Committee be merged into a newly constituted Executive Committee to consist of the chairman, the vice-chairman, the secretary, the chairmen of the major substantive committees, and perhaps the chairmen of major subcommittees.

In accord with its comments about the functions of C.E.C., the committee also suggests the deletion of the Committee for Coordination of Voluntary Agencies. The committee also reiterates the belief that all monitoring functions be under the control of the Monitoring Committee. The question of detailed committee structure (e.g., a separate committee for Transportation) presumably will be determined by the newly-constituted C.E.C.

The committee makes the following comments concerning C.E.C.'s procedural policies (numbers correspond to the May 17, 1974 document on organization and policies):

1. C.E.C. should continue to seek consensus to the greatest extent possible. It is important, however, for a consensus position to be stated as clearly as possible for the purpose of the minutes, so that future C.E.C. directions are clear. In view of the informal nature of the Council meetings themselves, it is particularly important that the minutes be reviewed carefully prior to approval.

2. The Executive Committee should be permitted to act on behalf of C.E.C. when the Council is not in session.

4. This policy statement should be clarified by substitut the phrase "to make public statements" for the phrase "to speak in public."

5. To encourage participation in C.E.C. meetings, agendas whenever possible should be distributed in advance of meetings. Meetings should have stated ending and beginning times, especially to permit full participation by C.E.C. members with limited flexibility in their schedules.

6. This statement must not be interpreted so narrowly as to impede the independent collection of data and information that are necessary to the performance of C.E.C.'s monitoring functions.

Other comments: C.E.C. should consider encouraging its committees to meet at various times and places in the city. School monitors who are not members of C.E.C. perhaps should meet with the Monitoring Committee and should be encouraged to attend C.E.C. meetings. Such monitors have much to contribute to C.E.C. efforts, and should be among those persons considered to fill any vacancies in the newly-constituted C.E.C. To encourage the continued participation of present members and a broadly based C.E.C., the Court should consider asking such members to continue on C.E.C. with responsibility for particular assignments that are compatible with their available time.

Dr. Harold H. Haak, Chairman
C.E.C. Structure Committee

A STATEMENT OF PURPOSE AND DIRECTION FOR THE COMMUNITY EDUCATION COUNCIL

The Honorable William E. Doyle, presiding Judge of Civil Action No. C-1499 (Wilfred Keyes et al v School District No. 1, Denver, Colorado et al), in his final judgment and decree of April 17, 1974, created a Monitoring Commission to monitor the desegregating process of the Denver No. 1 School District.

At its creation, this commission was charged with performing the following functions:

A. Coordination of the efforts of community agencies and interested persons in implementation of the plan;

B. Community education as to the court's findings and conclusions in the case, and the constitutional requirement of desegregation;

C. Community education as to the requirements of the plan concerning the provision of services and facilities;

D. Receiving and considering the comments, criticisms and suggestions of the community regarding execution of the plan, assisting the community in working out problems with the school administration, and reporting to the court as to the nature and resolution of such problems;

E. Reporting periodically to the court and the parties as to the execution of the plan, and providing ongoing monitoring of such implementation.(1)

Subsequently the Monitoring Commission was ordered to be called the Community Education Council (C.E.C.) and several other guidelines were suggested:

> One of the highly important functions for the Council will be aiding and assisting the School District to carry out the letter and spirit of the plan in implementing it. It is suggested that this communication with the District might be best performed through an executive committee and other special committees of the Council. There might, for example, be a committee at each of the educational levels, elementary, junior high and high school.
>
> Still another possible function of the Council may well be receipt of comments and suggestions from members of the community and the communication of these to the School District.
>
> In the court's view the Council's most important function will be to furnish reassurance to the members of the community, to educate the community as to the details of the plan and of legal necessity for it, thereby avoiding frustrations and discouragement on their part and quieting parents' fears and apprehensions of the unknown so that they will foster and promote a spirit and attitude of optimism in the children.
>
> The Council is encouraged to utilize both individuals and groups of volunteers from the community who show an interest in facilitating implementation of the plan. It is recommended, for example, that a speakers bureau or service should be organized. Lawyers, educators and others capable of performing this work should be obtained.

The Council should also enlist the aid of the media in its education effort.(2)

Judge Doyle also emphasized that, "the above guidelines are merely suggestions. The Council is, of course, free to formulate its own program."(3)

With the above ordered functions and suggested guidelines, it appears quite clear, the intent of the Court: The C.E.C. is not to re-try the Case. It is to be as impartial as humanly possible and to facilitate the desegregating process of the Denver Public Schools (DPS) through a monitoring and reporting process. According to the New Century Dictionary of the English Language, a monitor is, "one who admonishes, or gives advice or warning with reference to conduct...." In order to give advice regarding conduct, one must observe the conduct. Thusly, the C.E.C. must observe the conduct of desegregating the DPS and advise all interested parties of their observations. This may be through oral or written (preferably the latter) communication.

To say it succinctly: A law has been enacted, and the C.E.C. is to see if, and how, this law is being upheld by the responsible parties.

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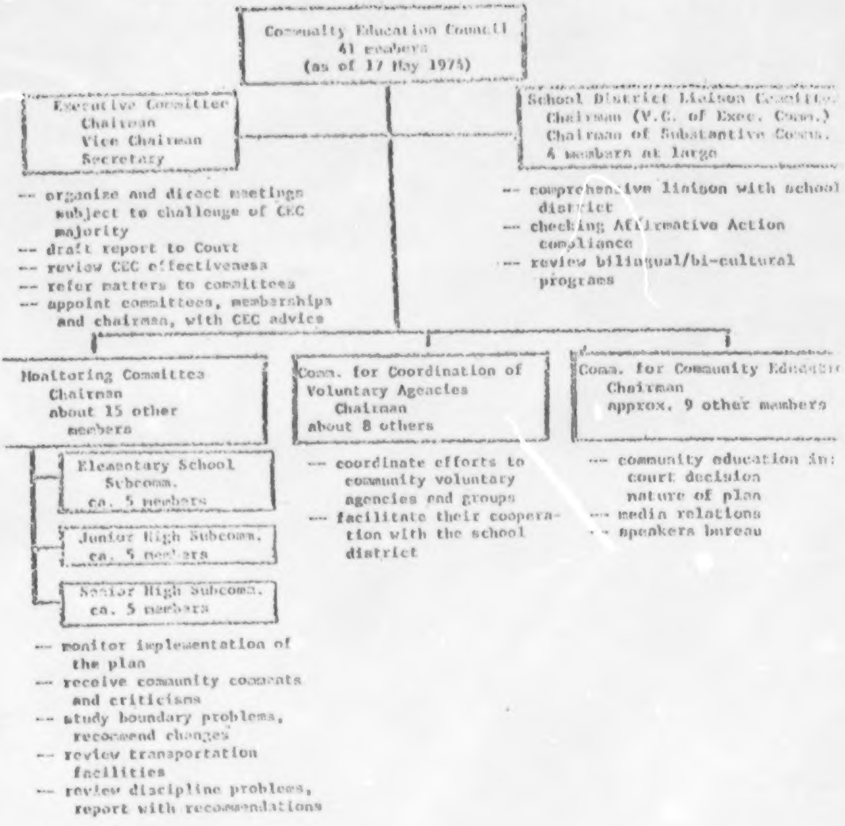
(1) Wilfred Keyes, et al v School District No. 1, Denver, Colorado, et al, FINAL JUDGMENT AND DECREE. P 8 and 9.

(2) Wilfred Keyes, et al v School District No. 1, Denver, Colorado, et al, ORDER. P 2 and 3.

(3) Ibid. P 3.

Robert C. Wright
Robert C. Wright, Ph.D.
Member
Community Education Council

6/7/74
Date


Community Education Council
41 members
(as of 17 May 1975)
Executive Committee
Chairman
Vice Chairman
Secretary
School District Liaison Committ
Chairman (V.C. of Exec. Comm.)
Chairman of Substantive Comm.
4 members at large
Monitoring Committee
Chairman
about 15 other members
Comm. for Coordination of Voluntary Agencies
Chairman
about 8 others
Comm. for Community Educati
Chairman
approx. 9 other members
Elementary School Subcomm.
ca. 5 members
Junior High Subcomm.
ca. 5 members
Senior High Subcomm.
ca. 5 members

-- organize and direct meetings subject to challenge of CEC majority
-- draft report to Court
-- review CEC effectiveness
-- refer matters to committees
-- appoint committees, memberships and chairman, with CEC advice

-- comprehensive liaison with school district
-- checking Affirmative Action compliance
-- review bilingual/bi-cultural programs

-- monitor implementation of the plan
-- receive community comments and criticisms
-- study boundary problems, recommend changes
-- review transportation facilities
-- review discipline problems, report with recommendations

-- coordinate efforts to community voluntary agencies and groups
-- facilitate their cooperation with the school district

-- community education in:
court decision
nature of plan
-- media relations
-- speakers bureau

FEATURES OF THIS PLAN:

1. Responsibilities outlined by the Court recognized through structure

2. Coordination of effort internalized

3. Relations with school district, Court, voluntary organizations and media recogniz

COMMUNITY EDUCATION COUNCIL
2301 South Gaylord Street
Denver, Colorado 80210
753-2889

May 29, 1975

REPORT TO JUDGE DOYLE - DENVER PUBLIC SCHOOL YEAR 1974-75

Hon. William E. Doyle
543 U. S. Court House
1929 Stout Street
Denver, Colorado 80202

Dear Judge Doyle:

The first full year of the operation of the Community Education Council appointed by you under the terms of the Final Judgment and Decree, effective May 10, 1974, has now been completed.

Members of the Council have asked me to express their opinions on some of the activities which took place under the court's decree during this period. A summary of the Monitoring Committee's findings and recommendations is elsewhere included. General comments will follow, but more detailed information in support of these comments will be found in the attached Appendices, to which reference is made herein.

TRANSPORTATION AND INTEGRATION

To begin, much credit must be given to those on the DPS staff who arranged the transportation procedures, and to the many dedicated members of the school district's staff; to the Denver Police Department; to volunteers and to the others who have made this a year in which large numbers of students were moved in buses without a single important accident. Many of the fears of the community regarding the transportation procedures alone, not to mention the possible hazards associated with certain street crossings, appear to have been groundless. A lot of people did a lot of hard work to produce these results.

It is far too soon to tell whether the integration process--the classroom results of the mixture of students provided for in the court's decree---are positive. Opinions differ about this, not only among the parents and the faculties, but also among the students. In the opinion of the Council several more years must elapse before the outcome of the integration process in Denver is apparent. If the first step toward integration is effective desegregation, then that part of the decree has made important progress. Busing is workable, if not the ideal solution.

INSERVICE TRAINING

Interaction between administrators, teachers, students and parents has been uneven throughout the year, with similar uneven results (see Appendix V, Inservice Training). A late start, some resistance to any form of inservice program and difficulty in involving many parents have produced a program which is not yet showing results on the scale hoped for. It seems clear that inservice training must continue to be provided for all school personnel, parents and students, and that the program content must be improved to provide a challenge to those participating. The Council feels it is important for all those involved to continue to learn about the integration process, about other cultures, and particularly important for teacher to have the opportunity to exchange ideas concerning classroom management. This means continued and improved inservice training.

DR. FINGER AND BOUNDARY LINES

The mechanics of desegregation by geographic boundary lines continues to be one of the most complex problems our community faces. We have no doubt that Dr. John A. Finger, Jr., consultant to the court has worked diligently to make the plan a practical one. However, enormous frustrations still flourish as a direct result of the boundar settings. There are unresolved problems in ethnicity balance and over enrollment at all school levels, and uneven numbers in the elementary paired schools. In addition to these concerns, there is a lack of continuity for students who move from one level to another. For examp no matter how successful the bilingual-bicultural curriculum might be for the children of Cheltenham Elementary School, they are forced to leave the program at the end of the sixth grade, to be distributed among three different junior high schools where there is no such program. Many situations exist wherein boundary restrictions make sound programming difficult to achieve. It would be the Council's strong recommendation that boundary alterations be made in consultation with monitoring committee members of the Council.

Adjustments must be made as soon as possible in some schools ---preferably by the first of June---as it appears almost impossible for certain areas to meet the basic requirements of the decree with respect to ethnic population distribution. The long-term population outlook for the city of Denver is not firmly established, but there is some indication that movement to the suburbs is continuing, and at least a portion of this movement has its roots in the desegregation program. We could arrive at a total city population mix that would make true desegregation plans with equitable distribution of ethnic minorities and Anglos in the schools very difficult to arrange. This points up the need for an annual review of the situation such as this report provides (see Appendices I and II, Elementary Schools)

The Council calls to the attention of the court the fact that the move to the suburbs, when it is for the purpose of avoiding participation in school desegregation, has ominous implications. Some members of the Council would point out the possibility that the suburban areas offer an attractive haven to those who wish to avoid integration, and that this rests upon political boundaries which may well have to be challenged in the long run if the decree is to be enforceable. A white noose has been forming around the city for years.

PAIRING

The desegregation process has produced some positive effects as a tool for community education; many parents, students and school personnel have mixed and worked together in ways new to all of them. On the other hand, desegregation has had a negative effect on learning for some children. For example, many first-graders have difficulty adjusting to their first full-day school experiences. Children in paired schools are faced with twice as many adjustments in attending school in two different buildings, having two sets of teachers, and are often subjected to two different methods of teaching the same subjects. Some of these children fall asleep on the buses from exhaustion, according to reports we receive.

Members of the Council admit to entertaining mixed feelings about the effectiveness of this year's implementation of the part-time pairing program in the court's decree. Although some pairs have been quite successful logistically and socially, all paired schools would like to make some procedural changes for next year.

The Council views with great concern a number of administrative failures in the pairing process. Some children in paired situations have library facilities at one end of the paired cycle, while libraries at the opposite end of the cycle may be closed or even nonexistent. At Gilpin School, for example, there is no library open, nor is a librarian available. At this same school, monitors have reported that there were no less than six different first-grad teachers on the job during the school year. The Council recommend that all school personnel involved in paired situations should foll the paired students: these would include the nurses, the school psychologists, music teachers and all others. The pairing situat creates its own confusion, as we have noted, and consistency in pe sonnel is extremely important.

An additional element related to the hope for success of pairing program is the concept of clear and distinctive administrat support. It is important that administrators in the paired situati maintain constant contacts with the same group of students at all t We find that some principals who are partially involved in pairing also been involved in non-paired situations. A stable faculty and administrative team seem to the Council to be important factors in successful pairing.

The Council recommends a careful study of the problems the paired schools (see Appendix I, Elementary Paired Schools). Members urge flexibility in solving this problem, as long as the requirements are met, and recommend that the school administratio allow principals and faculties sufficient latitude in developing patterns of timing and curriculum, as well as alternative ways and of pairing the schools. They should be encouraged to make use of variety of methods of solving the problems, and the rigid policy of pairing on a half-day basis should be modified.

Council members recognize the fact that some parents refu to participate in pairing. They send their children to the neighbo hood school, but do not permit them to attend the schools involved the other half of the pairing requirement. This easy opportunity avoid compliance should be halted. It is the Council's recommenda that the court require the school district to formulate procedural policies for handling the recalcitrants in order to prevent the com unity demoralization resulting from resistance of this kind on the of some parents. The court will note that a newly-elected Denver S Board member has openly refused to participate in pairing, and has urged others to evade the law.

BILINGUAL-BICULTURAL PROGRAM

The C.E.C. continues to feel troubled, as has been expressed in previous reports, about the status of the bilingual-bicultural plan in the Denver schools, as called for in the court's decree. The program got off to a slow start and has had some administrative delays. Some fine work has been done which can serve as a model for other schools in the system, but there is a disturbing lack of understanding of what is expected of the district by the court. The court's suggestion that the plan developed by Dr. Jose Cardenas be used as a model has for all practical purposes been rejec by the Denver Public Schools. Key officials of the bilingual-bicultural department of the school district profess to be confused about the court's expectations, while others appear to feel that a far broa interpretation of the court's statements is preferable to a negative compliance. In some cases, facts presented to the court appear to be inaccurate. The school district has appointed various committees to consider the problem, and it may be that the court will be best served by accepting the delay and reexamining the outcome sometime in the future. The Council feels that this program has an important place in the expectations of the court, as indicated in the decree, and that it must be closely monitored at all times. It is a program which can easily be diverted from its primary purpose, and the court would be well advised, in our opinion, to require frequent reports and evidence of compliance. A firm future deadline for acceptable compliance would be valuable. (See Appendix III-C, Junior High Report).

Some Council members, too, are unclear about the program's goals: for whom is the multi-cultural education to be provided, they ask. If it is primarily for students who are bilingual because of family heritage, then the splitting up of neighborhoods---as exemplified in the Cheltenham area---makes this difficult to achieve. At the junior and senior high levels, many bilingual students are attending schools which do not have bilingual programs. Clarification of the boundary issues would be helpful to the Council in its monitoring tasks, as well as to the school district.

DISCIPLINARY ACTIONS

Some aspects of the disciplinary procedures in the schools continue to trouble the Council. Uniform policies for disciplinary action in general and for suspension of students in particular should be adopted by all the schools, and parents and students should be apprised of these policies well in advance. Too often, students are suspended for minor infractions, while in other instances, disciplinary action is delayed until parents can arrange to visit schools for conferences. Even-handed disciplinary methods for all students seem.

to be lacking in all the schools, according to monitors' reports. Monitors also note that minority students are subjected to suspension more frequently than are majority students (see Appendix III-A, *Suspension Figures*). On the other hand, no uniform code of behavior exists in some schools, resulting in lack of respect on the part of students for teachers and for one another. *The Council feels that the problem of discipline should be resolved as soon as possible*.

SCHOOL MONITORING ACTIVITIES

Perhaps the most extensive job done by the Council---and one reflected in all of the above comments---is the work of the monitoring committee. The Council has enlisted the services of over 150 people in monitoring the implementation of the court's decree in the public schools. Monitors have observed this implementation process under a variety of circumstances at all levels in the school system. Only a few instances of differences of opinion between monitor and school staff, or complaints that monitors were having an adverse effect on school operation, were received. Many comments were in praise of monitors who approached their assignments with a genuine desire to be helpful as well as observant.

All of the monitors' reports are available to the court, including summary reports being made as the end of the school year approaches. In general, it may be said that the majority of these monitors felt that the decree was well implemented in most schools. They felt that student problems, teacher resistance and administrative difficulties were at a minimum, but that these aspects of monitoring will require continued observation. Problems which were troubling to all in the early months of school have diminished, although in some cases, new problems have taken their place. Given the fact that some people at all levels in the school system---administrators, teachers, parents, students---are simply not ready to fully accept the requirements of desegregating a school system, monitors feel that the overwhelming majority of the people involved in the process were able to handle the new circumstances very well. They report many constructive activities and have made a large number of useful suggestions which have been shared with the schools themselves, as well as with the administration.

As this report indicates, however, there are many problems at all levels in the school district in connection with the court's decree. It is not the purpose of this portion of the report to suggest that these problems have all been solved; indeed, some problems are now appearing which were not perceived earlier in the school year, and it seems clear to the monitors that they may present some major difficulties in the months to come. It is also true that not all personnel at the administrative level in the school system view the court's decree with enthusiasm, and as a result, they neither accept nor discharge certain of their responsibilities with any amount of vigor.

AFFIRMATIVE ACTION

The School Board adopted an Affirmative Action program late in the school year in compliance with the court order. To be in full compliance, the Board should be reporting on the results of the Affirmative Action plan at regular intervals, and the program should be monitored very closely. An Affirmative Action program implies that the School Board has agreed to do certain things in the future to establish ethnic and sex balances in the schools, and only through the receiving of reports on the program's progress can the court feel certain that compliance is a reality.

EFFECT OF DESEGREGATION ON CHILDREN

While the problems surrounding the high schools and junior high schools are more visible than some problems in the elementary schools, the Council urges the court not to lose sight of the fact that older youngsters are more capable of making their concerns known to parents, school officials and one another; the quiet confusion and silent suffering of smaller children should remain a primary concern to us all. Inclusion of these smaller children in the desegregation process, however, is a very positive factor in the implementation of the court order.

Fewer disruptions have appeared at the elementary level. Some junior high schools in the system have had experience with desegregation plans in the past, and consequently are more likely to fear further disruption of school schedules. Administrative planning has helped minimize disruptions; and perhaps the use of suspensions in disciplinary actions is part of the administrative strategy, while also accounting for the large number of suspensions occurring at the junior high level. Attendance problems exist at both junior and senior high school levels. Monitors have noted that senior high discipline problems are more serious because they tend to trigger similar behavior at other secondary schools. These monitors believe that more extensive inservice training and the establishment of uniform policies for behavior will help reduce the number of disruptive students. Senior high school monitors further recommend additional course offerings to meet the needs of the total student body (see Appendix V, Inservice Training).

EAST-MANUAL COMPLEX

A secondary school project in which East and Manual High Schools were joined as a complex has not been successful in its first year. There has been a tendency to use the idea of the complex as a convenience rather than a sharing of the advantages of both schools, and especially the extension of some of the rich curriculum material offered at East to students at Manual. Some seemingly worthwhile projects have been slow to obtain approval, and others have been rejected. If the East-Manual Complex idea is to continue, it will require a more positive commitment from the school district than it had in the past. The Council identifies this area as one which should be monitored closely until it is apparent that the hopes o the court are being realized. (East-Manual reports have alr been submitted to the court.)

C.E.C. STRUCTURE

The Council has examined its own structure and activiti as they relate to the court, the school district, the school board others with whom it has engaged in programs of one kind or another. conclusions have been drawn from this examination:

1. Effective communication between the court and the Counc is essential if the credibility of this entity is to be maintained in the eyes of the community and the volunteers who work with Council members. Many people are willing to devote a great deal of time to monitoring in the belief that their concerns are being recognized by the court. Members of C.E.C. are aware that there is no precedent for the development of a communication network between the courts an special-purpose agencies such as this Council represents. The Counc appreciates the efforts made by the court to respond to its concerns and members desire to stress the continuing importance of consultati with the court, the DPS administration, Dr. Finger and others in hel to make such decisions as the changing of boundaries. The Council's monitoring efforts could become less effective without this kind of communication.

2. The Council has been far more effective as a monitorin

and reporting organization than as a public or press information group, or as coordinator of voluntary agencies in Denver. The reason for this is that the Council was able to enter the schools as an official and impartial agency of the court, and its monitors' reports are generally based on the closest view possible of what is actually happening in the district, schoolhouse by schoolhouse, and in some cases, class by class. The Council seems admirably suited for this function. Care must be exercised at all times that monitors are trained in preserving their impartiality; to confine their observations to matters covered by the decree; and to avoid becoming involved with personal interests in the schools, or with activities not in the realm of the monitoring assignment. Given this constraint and good committee organization and coordination, monitors can continue to do a most useful job, enabling the Council to provide the court with reports that are relevant and helpful.

The voluntary agencies in Denver have done an outstanding job of working together through P.L.U.S., and there was little for the Council to do but offer encouragement and occasional advice. Unless the situation changes, the Council cannot provide much in the way of improved coordination in this area. It is interesting to note that volunteer organizations ranging from PTA's to neighborhood groups have become increasingly sophisticated in evaluating problems, inviting participation by others, and reflecting their concerns directly to the court and the school district.

The Council has done relatively little in the way of making comments to the general public in accordance with the decree. Comprehensive coverage of the desegregation process has been supplied by the Denver media in general, and the two Denver daily newspapers in particular. Some organizations, such as the League of Women Voters, have helped in educating the public, also. However, more understandin of the court's decree by the community should be the object of future Council planning.

3. Although there have been some difficult times, the Council's relationship with the school administration has almost always been a workable one. The school system has been willing to meet with Council members on a number of occasions, and has provided staff assistance in giving us answers to the many questions it has been necessary for us to pose. We were not always in agreement, but as long as two such organizations can exchange comments, and as long as the monitors'

jobs at the administrative level are not impaired, the Council feels it can continue to function in this association on an effective basis. We have made many demands on the patience and time of the administration, and our criticism and suggestions have been for the most part accepted with good grace and in a spirit of cooperation.

THE SCHOOL BOARD

Although we have offered to meet with the Denver School Board, we have been unable to do so. The Board has not been helpful to the Council. Public resistance continues at a high level in some parts of the city, and the Board must take the responsibility for this. In some instances---such as the adoption of an Affirmative Action plan called for in the decree---they have been slow to comply; and in others, some of their activities appeared to be aimed at interfering with the Council's efforts to discharge its responsibilities to the court. It is hoped that during the coming monitoring cycle, the Council will achieve a better relationship and broaden its base of communication with the Board as well as with the court. At the very least, the Board must indicate an intention to obey the law.

A FINAL COMMENT

Members of the Council have come to feel privileged to have assisted the court in the implementation of its decree, and many of them are volunteering for the additional term of service. This feeling is shared by the volunteer school monitors. Both groups recognize that it is the hope of all good citizens that the process of change can be handled in an orderly way. Not everyone in our society agrees with all the important changes of the kinds reflected in the court's decree, and these differences of viewpoint extend even to members of the Council. Nevertheless, all of us want the court to know that we have taken particular satisfaction in participating in this process, and that we have developed a far greater understanding of the democratic process and the opportunities for citizens to take part in the development of a better society for all. Many have come to feel that one comes closest to the very heart of the democratic ideal when one has had a chance to serve under arduous conditions.

We thank the court for its confidence in us, and hope that we have been of some help.

Sincerely yours,

Maurice B. Mitchell

Maurice B. Mitchell, Chairman

Encl.
CC: C.E.C. Members
DPS Officials

COMMUNITY EDUCATION COUNCIL
2301 South Gaylord Street
Denver, Colorado 80210
753-2889

APPENDICES

MONITORS' REPORTS BY SCHOOLS AND SCHOOL CATEGORIES

APPENDIX I	PAIRED ELEMENTARY SCHOOLS
APPENDIX II	ELEMENTARY SCHOOLS, GENERAL
APPENDIX III	JUNIOR HIGH SCHOOLS
APPENDIX IV	SENIOR HIGH SCHOOLS
APPENDIX V	INSERVICE TRAINING

APPENDIX I PAIRED ELEMENTARY SCHOOLS

POSITIVE ASPECTS

Community less fearful; the plan reduced tension and allowed an open-mindedness.

Some teachers recognize students all have contributions to make.

Curriculum reviewed.

Issue of whether schools should be the same, forever, looked at; academic and non-academic goals, discipline, etc.

Some administrators and teachers learned to share.

Some students have broadened their respect and understanding of other students.

Teachers may be able to do special projects with students during mid-day period while awaiting children from the other school (smaller class).

Students get the benefit of two faculties, two approaches, and two enrichment efforts in education.

Students have had the benefit of a music or an art teacher for the first time.

NEGATIVE ASPECTS

Nine weeks too short a peric from point of view of all teachers.

Classes segregated or no: we integrated when numbers are bad; also, lunchrooms are b: overcrowded with inequitabl numbers.

Inadequate time for teachers to meet and coordinate; some teachers haven't taught what they agreed to; lack of resp of one faculty for other fac

Half-day exposure fosters concept of "my school" versu "your school" feelings among students.

Teachers have felt they don't have the "whole child"---don' have him long enough to know well enough to teach him opti ally and individually.

Schools with different basic philosophies pull students ap results in "stress" pairing f students, teachers and admini trators.

Too many authority figures an lack of personalization for students; sometimes platoonin addition to regular classes.

NEGATIVE ASPECTS

Teachers and administrators unusually exhausted by efforts to manage logistics and numbers; three 3-plex and one 4-plex situations have a particular burden.

Racial consciousness emphasized because individuals within class (not half classes) were bused, including minorities and Anglos from the Anglo and minority schools, respectively.

Students' continuity with classmates disrupted badly, due to inequitable numbers and few pairings by classroom.

Half-day attendance tended to resegregate educationally, because basics were not taught in integrated situation.

RECOMMENDATIONS FOR PAIRED ELEMENTARY SCHOOLS

(Suggested ways to improve the negative aspects of the 1974-75 school year's pairing practices.)

1. Adjust numbers before June 1 so that they are equitable between the pairs.

2. Support paired schools in formulating and implementing their individual paired plans. All except one pair wish to change either the time of day for pairing, the amount of daily time spent paired, or the number of weeks one arrangement is in effect before moving into another arrangement.

3. Maintain stable school faculties at the individual schools. In some minority schools there is more use of non-contract personnel. This promotes more turnover during the school year and makes coordination between faculties very difficult.

4. Assign all support personnel to both parts of a pair and not to a school outside the pair in addition to the pair, i.e., music, art and IMC specialists as well as social workers, coordinators and reading supervisors should be assigned to both parts of the pair. Additionally, a Principal who is assigned to a paired school should not also be assigned to a non-paired school.

5. If part-day pairing is kept for some schools, a definite procedural policy should be established by the administration for handling non-attendance at the paired school.

6. Encourage the district to formulate different Title I requests so that the students who need particular programs may have the same benefit wherever they attend school. Paired schools should also have the same kinds of educational opportunities in both schools.

7. Additional inservice should be provided for whole faculties both within and between schools. Different standards and goals between the paired schools must be talked about, focused on, and resolved satisfactorily; more coordination of curriculum and activities is needed.

8. The policy of not busing minority or Anglo students when they are a minority in the sending school should be reviewed and perhaps changed. There are Anglo students at predominately minority schools who want to bus to the Anglo paired school, just as there are some minority students who want to bus to the predominately minority school. The observation has been made that racial feelings are being emphasized by requiring some minorities to bus, and not allowing the same minorities in other schools to bus.

CAPSULE REPORTS ON INDIVIDUALLY PAIRED SCHOOLS

Barrett-Knight	Efforts good; worked hard to make it effective, but basic philosophies are so different that it is "stress" pairing; 18 weeks, not full day; Knight is small, is both paired and satellited; doesn't want to be paired; could be integrated by Lowry.

Columbine-Univ. Park	Instruction can be coordinated; would like all day, with each school teaching reading and arithmetic in A. M., in integrated setting; have worked creatively in coordinating library services.
Harrington-Wyatt-Ellis	Bad unequal numbers, therefore lack of consistency for students in class composition; less time for basics because reading was included throughout day; different reading packages used; principals and teachers very committed.
Stedman-Wash. Park	Stedman has multi-cultural center used by both schools; many combined efforts, including school newsletter; principals and teachers exchanged classes; want to pair all in P.M., changing at semester; teachers should meet a half-day with each change of students.
Hallett-Ash Grove-Cory	Ad hoc committee representing all three schools met many times; three is more difficult to pair than two schools; many parent-teacher grade-level meetings and exchanges; want to pair for semester full day---4th, 5th, 6th grades.
Whittier-Asbury	Whittier is a multi-cultural school; not much coordination and sharing, although there is an ad hoc committee with representatives from both schools.
Mitchell-Force	Bad, uneven numbers, but schools have worked hard to involve themselves and students (the Black Fashion Show, for example); inservice funds not available for second-semester plans; principals and faculty sensitive and hard-working in difficult pair.
Smith-Fallis-McMeen	Again, coordinating between three schools is reported as more difficult than between two; all agree on a semester basis, and would like all pairing in P.M.; suggest that first graders might be omitted the first semester; educational philosophies quite different, but staffs hard-working to coordinate.

Alcott-Smedley	Unequal numbers have been a problem; coordinating disciplinary procedure and curriculum also; but schools have had some joint parent gatherings an a joint newsletter; want to pair bv semester, all day.
Remington-Berkeley	Had done quite a bit of preparation; schools are quite close and can work together with combined programs; some unresolved differences; concern about what will happen with newly-built Alcott-Berkeley.
Bryant-Webster-Gust	Teachers worked hard to coordinate; attended each others' back-to-school night; programs are plan at paired hours to include everyone; good numbe not much cohesiveness between the two communiti
Crofton-Steele	Numbers are quite even; some pairing by half classes; students have participated jointly in several musical, dramatic experiences with great enthusiasm; Steele concerned about its smallness, wants more students.
Eagleton-Doull	Principals and teachers have worked together in a difficult combination; perceived that 9-week pairing may be the only acceptable arrangement for these communities; suggest all busing in P.M. omitting first-graders during first semester.
Gilpin-Johnson	Gilpin is a multi-cultural school, but without a librarian, art or music teacher, and with great teacher turnover; both schools have student councils composed of representatives from each; teachers respect each other and wish to continu to be paired in P.M. for 18 weeks or full time.
Fairview-Greenlee-Denison-Traylor	Numbers unequal in this four-plex; very demandin job to coordinate four schools; there has been a *ad hoc* committee with representatives from all f schools which worked very hard and finally got a questionnaire out and back; teachers concerned a half-day busing, but people won't accept all-day busing, though they would like a semester sched

Fairmont-Lincoln	Numbers unequal, and pairing does nothing for racial balance at Fairmont; different educational philosophies, but inservice has been held every nine weeks for new children; schools have jointly participated at Balarat, also in talent show; pairing should be done in P.M. full semester, or possibly full year; exclude first graders in order to establish security and belonging.

APPENDICES II ELEMENTARY SCHOOLS, GENERAL

CENTRAL AND EAST-CENTRAL SATELLITED SCHOOLS (Shorter Bus Ride)

Included in this category are:

Bromwell
Ellsworth
Moore
Stevens
Carson
Emerson
Palmer
Teller
Wyman
Ebert
Montclair
Steck
Whiteman

Efforts of school faculties, parent groups and community leaders have generally provided good integrated experiences for the students in these central area schools. Full day integration is thought to have been most helpful. Moore is the one school which needs immediate attention.

Problems:

A. Title I funded programs

Offered at students' previous school, and no longer available; schools affected are: Bromwell, Moore, Palmer, Steck, Stevens, Teller.

B. Transportation difficulties

Due to buses breaking down periodically because of overheating, vapor lock on Wyman route.

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C. Overcrowding at some schools

School	% over 75% capacity	Comments
Bromwell	33%	New building under construction.
Moore	10%	Court has already received copy of Moore report and recommendations.
Whiteman	22%	No complaints (71% Anglo)
Wyman	34%	Definitely crowded; 100% capacity is 570; enrollment currently is 575.
Steck	3%	Parents complain the overcrowding hampers teaching programs; not supported by statistics.

D. Under-Enrollment

School	% under 75% capacity	Comments
Carson	25%	Over-all down, but first grades very crowded this ye
Thatcher-	54%	Also 80.4% Anglo; should ha more minority students.
McKinley	37%	
Stevens	22%	Surrounded by 3 overcrowded schools; boundary adjustmen could be made, probably wi out greatly affecting ethni balances.

E. Ethnic balances not meeting court requirements

School	% Minority	% Anglo
Ebert	65	35
McKinley	20	80
Whiteman	28	72
Carson	29	70

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F. Proposal for Busing Kindergartners

While the court order states that kindergarten students should attend neighborhood schools, there are cases where there is not a neighborhood school within the one-mile limit (DPS busing guidelines) for some satellited areas. Examples:

1. Lowry A.F.B. children bused to Ebert, Emerson, Knight; Park Forest and Pine Creek bused to Wyman; Kindergarten students bused to Whiteman.
2. Southeast satellites bused to Palmer, Stevens, Montclai and Whiteman ; kindergartners bused to Ash Grove.

FAR SOUTHEAST AND SOUTHWEST SATELLITED SCHOOLS (Longer Bus Ride)

Of these seven schools, Kaiser is most in need of immediate attention. It is an open school and needs more space. Nearby is Sabin, which is almost half under-enrolled.

Bradley Has had a difficult time adjusting to two changes in students, i. e., the reclassification of some students out of Smith School to Bradley in mid-year; lots of support needed by both teachers and students for quality education to take place.

falls within court's ethnic requirements

Pitts and Slavens Monitoring of these schools has not been as complete as in other situations; it is sensed that both schools need help in developing curriculum and methodology to deal with diversity of student body; continued inservice should be helpfu

Holm and Samuels Monitor reports indicate that these schools are doing well in meeting the challenges of desegregation; Samuels is overcrowded to the extent that even with no kindergartners, classess are held in the IMC.

Kaiser Overcrowding has created almost insurmountable problems fo dedicated administrator; numbers must be reduced if qualit education is to occur.

Sabin — This school is under-enrolled; monitors indicate inservice important for the staff; Council recommends moving children from Kaiser to Sabin to relieve problem.

APPENDIX III — JUNIOR HIGH SCHOOLS

Brief summary of Junior High School level problems, accomplishments and recommendations after monitoring during the 1974-75 school year.

PROBLEMS

1. Problem most in need of attention: attendance area for new Gove Junior High; concern is felt regarding effect on other schools, primarily Smiley Junior. *
2. Number of suspensions, particularly of minority students, far exceeds other school levels. (Appendix III-A)
3. Ethnic balances in need of adjustment at Lake and Smiley Juniors. (Appendix III-B)
4. Inservice sessions failed to provide information for teachers in classroom management. Many teachers unable to handle heterogeneous mix of learning abilities reflected in student populations under the desegregation plan.

* DPS waiting for instructions from court regarding new Gove attendance area.

ACCOMPLISHMENTS

1. Special programs introduced in several Junior High Schoo to reduce number of suspensions. (Appendix III-A)
2. Curriculum offerings upgrad and expanded in Jr. Highs formerly providing compensa and "easy" classes for mino ity students; Cole a primary example. (Appendix III-B)
3. Three schools enrolled teachers in a voluntary prog to assist in learning new methods for teaching studen with varying learning abilit "Intensive School Plan," Hamilton, Rishel and Smiley.
4. Horace Mann had the best ye in many, due to strong pare organization with input from satellite parents and inter in student activities. Col had parent interest from satellite area, giving all feeling of community suppor

PROBLEMS

5. PTA or similar organizations failed to interest parents or students in the organization and seemed unable to structure programs relating to desegregation; dialogue between minority and majority communities seemed to be lacking in most schools.

6. Principals and some monitors feel that concerns they have expressed to C.E.C. have not been referred to court.

7. Bilingual-bicultural program should be extended to other Junior High Schools. (Appendix III-C)

ACCOMPLISHMENTS

5. Most principals have
accepted responsibil
for restructuring cl
offerings and activi
in order to meet cou
requirements, but fe
need for recognition
their problems and
efforts.

MOREY JUNIOR HIGH SCHOOL REPORT

POSITIVE REACTIONS

No overt clashes; most conflicts resulted from other than racial incidents.

Most teachers eager for integration.

Student body friendly, but not integrated; friendly but not friends.

Teacher methods of approach to individual youngsters have changed for the better.

Students see each other as individuals.

Transportation no serious problem.

Students have met others of varying backgrounds.

NEGATIVE REACTIONS

Entering teachers felt resistanc
and resentment upon entering a new school.

Still much segregation within building.

Class size has increased.

Much sterotyping.

Many prejudices still make some students uncomfortable.

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RECOMMENDATIONS

1. Boundary changes

Creating new attendance areas disrupts families who have made adjustments to many changes in the past five years, and may disrupt the progress made in the schools in achieving continuity.

Adjustments should be made at Lake, Smiley, and possibly at Kepner, due to overcrowding. Cole has changed sufficiently to be "on the way" to becoming a school with academic objectives.

2. Inservice

More intensive inservice training for teachers, parents and administrators will be needed for several years. The DPS are planning for a token, reduced program.

APPENDIX III-A JUNIOR HIGH SUSPENSIONS

Suspension Figures

	Black	Hispano	Other*	Total
Elementary	100	33	52	185
Junior High	1123	739	675	2537
Senior High	482	245	354	1081

* includes Indian and Oriental

Special Programs for Prevention of Suspension

1. In-school probationary program at Hamilton.

2. Joint Team Effort: students assigned to four special teachers who work with students who are disruptive, rather than resorting to suspension - Henry Junior High.

3. Mandatory program for students with absentee problems; students assigned to special classes conducted by ten teachers working individually with students.

4. Attendance is taken every class period at Grant and Place Junior Highs to prevent students from wandering the halls and courting trouble.

APPENDIX III-B ETHNIC BALANCE

(Schools with Low Anglo Percentages - DPS figures)

	Febr., 1975	Projected for Sept., 1975
LAKE JUNIOR	39.6%	41.4%
COLE JUNIOR	49.1%	54.8%
SMILEY JUNIOR	39.3%	41.4%

DPS rated capacity for Smiley	1635 students
Actual capacity (with space for special programs)	1300 students
Present enrollment (causing security problems) (no counseling rooms or staff offices)	1447

Enrollment figures, Smiley.

Year	Enrollment	% Anglo	% Minority
1969	1393	61	39
1970	1668	59	41
1971	1593	56	44
1972	1618	47	53
1973	1606	41	59
1974 *	1460	39.3	60.7
1975 **	1544	39	61

* Present figure according to principal is higher th
DPS figure

** Projected for September, 1975 (Figures from princi

Montbello students attending Smiley, Sept., 1974 figures

	Total	Anglo	Minority	%Anglo
Montbello	494	192	302	39.9
Other schools	956	443	526	45.3

(Montbello population becoming increasingly minority)

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CLASS OFFERINGS

COLE: New offerings in Math, Science, English and other languages now offered satellite students.

MOREY, HORACE MANN, BAKER, BYERS - favorable reports concerning upgrading of class offerings.

APPENDIX III - C BILINGUAL-BICULTURAL PROGRAMS

Students now attending BYERS need a continuation of the bilingua bicultural programs received at BAKER last year.

SKINNER in need of bilingual-bicultural classes; 50.7% of studen body is Hispano; many students need a bilingual-bicultural appro to learning. The program is badly needed to keep school from incurring serious problems.

No inservice training given for aides in bilingual-bicultural pr in the system; the need is great. The principal and some membe of his staff have met the needs of some students.

LAKE - 55.8% of student body Hispano.

BAKER JUNIOR HIGH

Inservice sessions were excellent, but schedules very late in school year (Febr. 1975; May, 1975)
No record of teacher utilization of materials prepared by resource teachers.
Some teachers reportedly dislike bilingual education program.
Mr. Albert Aguayo, DPS Bi-Bi program director, offered very little, if any, direction to the program, and ap to be more interested in compiling reports for the cou
The program seems to have offered very little in actua bilingual teaching, consisting principally of bicultur education.
Class conducted by Mrs. Rivera served mainly to assist a limited number of mono-lingual students from Mexico.
Resource teachers agree with C.E.C. monitors' reports inadequacy of bilingual-bicultural education in DPS.

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APPENDIX IV SENIOR HIGH SCHOOLS

EXISTING PROBLEMS

1. Overcrowding exists in some schools (Thomas Jefferson), while others are under-enrolled (South). Although some classes have been too large at George Washington, the school is not up to capacity; neither is J. F. Kennedy. The Thomas Jefferson/South High Complex may alleviate the problem of inadequate course offerings at South due to under-enrollment.

2. Racial balances differ widely: from 79% at Lincoln to 47% at Manual. Regarding West, the question is asked: does the court intend to maintain such a high Chicano and low Anglo percentage there because of the bilingual-bicultural program?

3. Inadequate counseling: a major problem in the high schools since the opening of school. Counselors agree that there is a shortage of clerical help, and counselors are expected to do tremendous amount of paper work. More clerical staff needed to back up counselors to give them more time to deal with students.

4. Libraries inadequate: West, South and Manual High Schools.

5. More vocational courses: needed at Thomas Jefferson. This problem may be solved by the formation of the Jefferson/South Complex. T. J. students would take vocational training at South, according to reports.

6. Need for auto mechanics facility at West High: none exists at the present time in the southeast Denver area.

7. Emphasis on academics: high school monitors report that more emphasis needs to be placed here, that standards and expectati must remain high.

8. Teacher cuts: disruptive at semester. School Board does not appear interested in dealing with issue.

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9. Extension centers: more needed at high school level.

10. Alternative education courses needed: eg., CORE, providing more positive aspect.

11. Suspensions: discipline still being handled by suspending pupils in many instances.

12. Starting time for high schools: new time of 7:15 A. M. could be potential problem; makes it extremely difficult for students traveling long distances.

13. Physical distance between home and school presents problem for parents who might become involved, and for students who might participate in activities. For example, distance from Montbello to Jefferson; from northeast Denver to Kennedy.

14. Weakness in parent groups: No PTA at West; very small group at Jefferson.

15. Problem owing to different codes of behavior and varying requirements of high schools; for example, students coming from East to Jefferson resist discipline and class assignments.

ENCOURAGING SIGNS

1. Logistics have been worked out; buses running on time.

2. Less discipline problems and hostility.

3. Indications generally point to a growing tendency toward integration and social acceptance on part of many students in all high schools. By virtue of the fact they go to school together does not make them one, but antipathies are not as overt as as beginning of school year.

4. Most significant achievement of high schools has been introductio of comprehensive programs dealing with improvement of reading and writing skills; many students in high school are reading at thir and fourth grade levels, and are potential drop-outs and absente C.O.R.E. programs, Monterey reading program and numerous labs are making progress in this area.

APPENDIX V INSERVICE REPORT

First Semester - September 1, 1974 - January 24, 1975

Five hours of mandatory inservice training for all schools required. Some schools one session of five hours; most schools held two sessions of two and a half hours each.

Attending: Administrators, teachers, aides, clerical staff, lunchroom workers and custodial workers.

. All personnel paid to attend sessions.

Co-ordinated and directed by Community Specialist, Mrs. Evie Dennis and a staff of five teachers on special assignment.

Programs for inservice sessions selected or outlined by the principal and a committee selected for the purpose or by the principal and the building committee. Reviewed by Community Specialist and staff. Final approval given by Dr. Roscoe Davidson, Assistant Superintendent.

The greatest number of schools selected a film called "Sit-Down, Shut-Up or Get-Out." This film did not produce the exchange of information or discussion which would assist teachers in the classroom. (Some exceptions may have been noted.)

Some schools outlined programs designed to meet the needs of the individual school and community. More successful results were reported.

Paired elementary schools were directed to hold joint inservice sessions. This was done in very few instances.

Inservice training was included for parents and students with some staff members in ZBIII, but was not implemented due to lack of time or lack of the formation of such groups.

Continuing committees of students, parents and staff members were directed to be formed for the purpose of

directing the efforts of the school toward successful quality integrated education.
Such committees were started in some schools in the second semester. This directive has not been totally implemented as yet.

Make-up inservice sessions for those staff members and teachers who missed regular sessions: two such sessions were not well attended.

Second Semester - January 27, 1975 - June 6, 1975

Directive stated that every school must have some inservice for teachers. Most were conducted on a voluntary basis. If conducted during the school day, some money was available for substitute teachers, but if conducted after school or on a Saturday, the sessions were on a voluntary basis.

Programs were approved only if Federal funds were used.

Discussions were related to Values Clarification or Problem Solving.

Co-ordinator and staff were disappointed with lack of any mandatory attendance requirement.

Results were uneven, due to the wide variation in method of conducting sessions.

Evaluation and Results

All inservice results were evaluated by either the Federal Projects Office of the Denver Public Office, or by the ZBIII staff.

The Community Specialist charged with co-ordinating the program has been released from that assignment, and the teachers on special assignment have been reassigned to the classroom.

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DPS Proposals Submitted to H.E.W. May 16, 1975 for assistance

1. Inservice Center - ESAA Funds

   For a new structure and model of staff development for teachers and administrators.
   This proposal would provide for a center in one of the elementary schools staffed by a co-ordinator, an evaluator and clerical assistance.
   Teachers would be selected to attend a five-hour session at the center and return to the school from which selected, in order to train, in turn, all teachers in the building in curriculum development and human relations.
   This proposal is non-specific in nature.

2. Orientation and Motivation - K-12 - ESAA Funds

   Designed to increase home-school communication, self-pride and reduce alienation.
   Non-specific and vague; leadership programs and excursions as well as athletic events suggested as possible activities.

3. Bilingual-Bicultural Education Program - ESAA Funds

   Adds the following schools to the present program:

   North High School
   Lake Junior High
   Bryant-Webster Elementary
   Fairmont Elementary
   Crofton Elementary
   Fairview Elementary
   Gilpin Elementary
   Greenlee Elementary

4. Discrepancy Evaluation Project for the DPS Desegregation Program

   Title IV, U. S. Civil Rights Act

   This is an internal monitoring project to determine ethnic balance and needs for boundary changes, any suggested changes in pairing, implementation of the bilingual-bicultural program and the East-Manual Complex.

Questions and Conclusions

How can this minimal Inservice program continue to fulfill the needs for all teachers, students and parents to produce a better climate for integration?

Inservice must be carefully observed and monitored during the next school year.

One monitor reports that a faculty needs something to constantly bolster and support its members.

THE COMMUNITY EDUCATION COUNCIL

2301 South Gaylord Street Denver, Colorado
753-2889 80210

October 30, 1975

Hon. William E. Doyle, Judge
U. S. Court of Appeals, Tenth Circuit
Room 543, U. S. Court House
1929 Stout Street
Denver, Colorado 80202

Dear Judge Doyle:

The Court will see from the reports contained herein that the C.E.C. is concerned about the ability of the schools to maintain the ethnic balances called for in the Court Order. This problem is particularly acute in the Junior High Schools and in the paired schools, and we call your attention to the supporting information contained in this report.

In other areas of interest, the Council feels that the Affirmative Action program of the Denver Public Schools falls short of the Court's requirements, and that the Bilingual-Bicultural program---for which a separate report will be made later---continues to be a source of concern.

In other areas, however, the school district has made some improvements in compliance with your order. Some areas continue to be a source of problems, but it is our feeling that the Court has identified these, and is now asking for compliance.

The Council continues to compile data, and would be happy to assist the Court in further exploration of any of the areas covered in this report. Members of the Council would be willing to make themselves available to the Court for discussion of any situations in which they have made observations.

Sincerely,

Maurice B. Mitchell

Maurice B. Mitchell, Chairman

MBM:jb

SUMMARY OF CONCERNS

The major concerns expressed by the Community Education Council in the appended reports are listed below. The order indicates the emphasis reflected in reports submitted by committee chairpersons and monitors.

I. AFFIRMATIVE ACTION
New DPS program will not keep pace with changing student population. See:
Affirmative Action Committee Report....... p. 21
Elementary Level Report.................... p. 7,8,9
Junior High Level Report .... p. 14,15

II. NUMERICAL IMBALANCES
Total Anglo population as of September, 1974 was 54.0%; as of September, 1975, it was 50.7%
See:
Elementary Level Report.................. 5-6 p. 7
Junior High Level Report................. pp. 12 to 15
Senior High Level Report .... pp. 17, 19, ~~20~~
Paired schools remain in need of adjustment of both numerical and ethnic balance relationships. See:
Elementary Level Report................... pp. 5,6,7

III. TITLE I PROGRAMS to be duplicated by DPS. See:
Monitoring Committee Observations........ p. 3

(Informational Committee Reports)

I. INSERVICE TRAINING - See:
Monitoring Committee Observations........ p. 3

II. BOUNDARY CHANGES as ordered by the court. See:
Monitoring Committee Observations........ p. 3
Elementary Level Report.................. p. 5
(Harrington/Wyatt/Ellis)
Junior High Level Report................. pp. 12,13,14
Senior High Level Report- East/Manual.... p. 19

III. COMMUNITY EDUCATION & INFORMATION COMMITTEE
Report .... p. 23

I. MONITORING COMMITTEE REPORT

A. General Observations

1. Numerical Imbalances

More schools on all levels have a greater minority population this year. There are more schools that do not meet the required Anglo percentages. The need for attendance area revisions continues at a geometric rate. (See all level reports.)

2. Title I

We remind the Court that on August 8, 1975, the Court requested plans from the school administration detailing the services to be delivered to students by the district in place of Title I funded services. To our knowledge, these plans were not prepared, and the students who have been bused out of their original Title I schools remain in need of special help.

3. In-Service Training

Plans for the required five hours of in-service training per semester were submitted by each school to the central administration for approval on October 17, 1975. C.E.C. monitors will observe the in-service session for comparison with reports and evaluations when received.

4. Paired School Procedure

In the paired school situation, concern remains over the procedure of not allowing minorities in a majority school, or Anglos in a minority school, to go to the paired school. The formula for exchanging students may need to be altered or dropped. For those who don't support the need for busing, the present formula or procedure promotes dishonesty, and for all students involved in the pairing, it is divisive. It is inequitable in its implementation. (See Elementary Level Report.)

5. Safety

Parents and principals are concerned about the City of Denver's refusal to provide salaries for school crossing guards. They feel that younger children must have this protection and guidance in crossing streets. The Council suggests that the Court consider the possible negative impact upon compliance with its order resulting from the elimination of crossing guards.

B. Elementary Level Report

There are some areas of concern that should be brought to the attention of the Court at this time. They are as follows:

1. Ethnicity

a. There are two paired situations in which the ethnicity is still out of balance.

Students Eligible to be Bused

From Minority Schools		From Majority Schools		Difference: Students not participating in pairing
Harrington	402			
Wyatt	228			
Total	630	Ellis	372	258
Gilpin	274	Johnson	138	136

The above schools were also pointed out as being out of balance last year.

For the Harrington-Wyatt-Ellis paired situation, an adjustment was made in June as a result of a DPS administrative recommendation. This adjustment failed to make any improvement in the imbalance of this paired group.

b. Three ethnically balanced schools were thrown out of balance by the pairing process.

School	Anglo Percent Before Pairing
Alcott	56.2%
Johnson	59.7%
Lincoln	61.5%

After pairing, none of the above schools or their pairs are ethnically balanced.

c. There is great concern over the combining of Alcott and Berkeley schools in January, 1976. The new Alcott-Berkeley is to be paired with Remington and Smedley. September 26, 1975 figures indicate that approximately 267 minority students will be eligible for pairing, but will be unable to participace, due to inequality of numbers, as shown in the chart below:

Projected Enrollment, Jan., 1976

School	% Anglo Enrollment		% Minority Enrollment	
* Alcott-Berkeley	63.7	(455)	36.3	(259)
Remington	17.6	(63)	82.4	(293)
Smedley	16.6	(86)	83.5	(429)

* This new school will meet Court ethnicity requirements before pairing.

Projected Number of Students Eligible for Busing

Anglo	Minority	Not Participating
455	722	267 (minority)

This represents compounding a bad situation, through combining pairs already out of balance.

It is important to recall that as of April 8, 1975 the Court requested workups from the DPS to help improve ethnic balances between pairs. To our knowledge, these workups were never prepared.

d. It should be pointed out that Knight school has become even more completely a satellite school. All but 80 of Knight's students in grades one to six are bused in. A majority of the students satellited in from Lowry are then bused out to Barrett, which is paired with Knight. Those students who are involved in pairing are bused three times daily.

e. Fifteen schools (excluding paired and bilingual-bicultural schools) do not meet the Court's ethnicity requirements.

Majority School	Percent Anglo	Minority School	Percent Anglo
Samuels	85.7	Colfax	31.7
McKinley	81.3	Emerson	32.6
Holm	80.2	Valdez	33.9
Slavens	78.9	Westwood	35.3
Pitts	77.8	Cowell	36.7
Bradley	73.2	Brown	37.3
		Oakland	37.6
		Valverde	38.5
		Munroe	39.9

2. Bilingual-Bicultural Schools

Six newly-designated Bilingual-Bicultural schools are also paired schools. This new program creates unique coordination and scheduling challenges for these six pairs. Many Hispano students do not receive the benefit of the Bilingual-Bicultural program because they are at their paired schools when such programs are being offered at the home school.

3. Staffing

The DPS Affirmative Action plan has not yet produced sufficient minority teachers to accomodate the present 49.9% minority student population of schools at the elementary level.

a. Some schools have a disproportionate number of minority teachers. For example:

(1) The following three schools (see chart on following page) have more minority teachers in relation to other Elementary schools:

School	Percent Student Ethnicity		Teachers: Percent	Number
Slavens	18.8	Black	16.7	4
	1.4	Hispano	4.1	1
	78.9	Anglo	79.2	19
				24
Ford	30.0	Black	17.3	5
	23.0	Hispano	3.4	1
	46.4	Anglo	79.3	23
				29
Oakland	34.2	Black	14.3	3
	15.0	Hispano	4.8	1
	37.6	Anglo	80.9	17
				21

(2) The following three schools are examples of those having fewer minority teachers per school.

School	Percent Student Ethnicity		Teachers: Percent	Number
Park Hill	28.2	Black	8.8	3
	5.5	Hispano	.0	0
	64.1	Anglo	91.2	31
				34
Swansea	5.9	Black	6.5	2
	65.2	Hispano	3.2	1
	26.5	Anglo	90.3	28
				31
Whittier	85.0	Black	9.1	2
	5.7	Hispano	.0	0
	5.4	Anglo	90.9	20
				22

b. Examples of ethnic mismatching of some minority teachers to minority students:

School	Percent Student Ethnicity		Teachers: Percent	Number
Berkeley	.0	Black	6.7	1
	24.0	Hispano	.0	0
	74.7	Anglo	93.3	14
				15
Colfax	.6	Black	17.6	3
	58.2	Hispano	5.9	1
	31.0	Anglo	76.5	13
				17
Swansea	5.9	Black	6.5	2
	65.2	Hispano	3.2	1
	26.5	Anglo	90.3	28
				31
Remington	3.4	Black	15.8	3
	73.6	Hispano	5.3	1
	17.6	Anglo	78.9	15
				19
Smedley	.6	Black	13.6	3
	81.6	Hispano	4.6	1
	16.6	Anglo	81.8	18
				22
Westwood	2.7	Black	10.7	3
	60.4	Hispano	3.6	1
	35.3	Anglo	85.7	24
				28

4. Over-Enrollment

a. Three Elementary schools are over-enrolled:

School	Capacity	Enrollment
* Swansea	660	725
Samuels	855	936
Wyman	570	632

* New open-space school, opened September, 1975.

Swansea has space for only three-quarters of the primary student enrollment. Many classes must therefore be held in areas not designed for classroom work, such as: teachers lounge; auditorium; cafeteria; hall. A minimum of space for three classes is needed immediately.

b. It has been brought to our attention that there are several schools having a deficiency of educational space, although capacity and enrollment figures do not reflect this condition.

School	Capacity	Enrollment
Montbello	340	348
Oakland	600	573
Amesse	855	850
Harrington	570	511

c. As previously reported to the court, Kaiser school was over-crowded last year. As of September 26, 1975, it is no longer over-enrolled. There was no DPS administrative action taken last year to alleviate the problem. This year, however, there are 110 fewer students enrolled at Kaiser. It is unfortunate that this new school did not receive the needed attendance area adjustment. It should be pointed out again that adjacent to Kaiser is Sabin school, still at half capacity, and capable of handling 600 additional students. Had Sabin been given some of Kaiser's students last year, perhaps these 110 students would not be lost this year.

5. Bus Allocations

The procedure of bus allocations is new this year. Some principals who organized after-school activities under ZBIII are now unable to carry out these activities because it either counts against their bus allocations for field trips, or the buses are not available. It is our understanding that this is a district-wide concern.

6. Additional Observations

a. Other concerns have been brought to our attention for which there is no statistical documentation. However, we feel they are of significant importance to merit inclusion in this report. For example:

(1) There are monitors who served last year on the C.E.C. who say they hesitated to serve a second year because they did not see any significant action taken as a result of their efforts of the previous year. There exists a concern among monitors that there seems to be no on-going accountability process in regard to the Court Order on the part of the DPS.

(2) Some parents are working in the paired schools to insure that the academic expectations at the paired school are equivalent to those at the home school.

(3) We show that the Court Order created some hazardous crossings on our city streets. As a result of a financial pinch, the City of Denver has withdrawn funds for the coming fiscal year to pay crossing guards. Perhaps an accomodation could be reached with the City to reconsider the funding of crossing guards.

b The Elementary Monitoring Committee is pleased to report that the consensus of the elementary monitors is that this second year of desegregation has started off relatively well. We have found the majority of principals to be extremely helpful to monitors. Among other things, the school district has prepared and distributed a procedural letter for all paired schools to be sent to students and parents who have refused to participate in the pairing program. Also, there is more coordination of support personnel, including coordinators in the paired schools, and we feel that this will contribute significantly to the successful operation of the schools during the current year. Further, moving Denison to the Mitchell-Force pair improved the ethnic balance among those three schools, as well as in the Traylor-Fairview-Greenlee pairing.

C. Junior High Level Report

1. Junior High schools share the district-wide problem of a change in student population. There has been a drop in Anglo population from October, 1974 to September, 1975 in all but three schools: Baker, Cole and Grant. The across-the-board Anglo population on the Junior High level is 50.0% as of September, 1975 (from DPS total figures).

2. Thus, we are no longer able to deal in terms of the 50 to 60 Anglo percentages as originally envisioned by the Court. We call this to the attention of the Court as a major factor affecting the future of the Denver school system---at least on the Junior High level.

3. In this regard, we would also like to discuss in this report:

   a. Anglo balance (with Cole as a positive example);
   b. Schools presently falling below 45% Anglo population;
   c. Schools having more than 55% Anglo population;
   d. DPS reassignment of students from Smiley to Gove;
   e. Montbello: changing neighborhood in an integrated area;
      (1) Students bused to Smiley;
      (2) Students bused to Hamilton;
   f. Rising Hispanic populations;
   g. Ethnic imbalances among administrators and/or teachers.

*

a. Cole has been able to attract and maintain a good ethnic balance. A slight loss in Anglo enrollment in February of 1975 has been reversed.

Oct., 1974	Febr., 1975	Sept., 1975
52.1%	49.1%	53.6%

b. In view of the total number of Anglo students currently available in the Denver schools, it is important to consider the following figures on schools falling below the 45% Anglo population: (See next page.)

School	% Anglo Sept., '75	% Loss from Febr., 1975
Smiley	38.8	.5
Lake	39.3	2.1
Kepner	42.5	5.0
Rishel	42.9	4.8
Skinner	44.4	2.8

c. Following are figures on schools having more than 55% Anglo population:

School	% Anglo Sept., '75	% Loss from Febr., 1975	
Place	68.0	4.1	
Gove	61.9	13.4	
Henry	58.4	5.8	
Kunsmiller	57.7	3.0	
Baker	55.5	3.2	(gain)

d. Smiley/Gove Reassignment

On May 15, 1975 the Monitoring Committee of the C.E.C. asked the school administration, "Will the problem of low Anglo enrollment at Smiley be changed by the opening of the new Gove?" The already low Anglo enrollment was worsened rather than improved by the reassignment of students from Smiley to Gove.

Smiley's Anglo population:

October, 1974 ....41.5%
February, 1975 ..... 39.3%
September, 1975 .... 38.8%

Ethnicity of students moved from Smiley to Gove:

	Number	Percent
Anglo	44	26%
Black	114	68%
Hispano	11	6%

e. Montbello

The change in ethnic population balance in Montbello has an important bearing on both Smiley and Hamilton. Total students bused in from Montbello in 1975 was 754; 67% of these are minority students.

Students bused from Montbello to Smiley:

	1974	1975
Minority	302	396 (66.9%)
Anglo	198 (38.9%)	198 (33.1%)

Students bused from Montbello to Hamilton:

Minority	111 (68.5%)
Anglo	51 (39.5%)

f. Rising Hispanic Population

The Hispano population has risen significantly in four schools:

School	Feb., '75	Sept., '75
Henry	30.4%	34.5%
Skinner	50.7%	53.7%
Rishel	48.5%	51.3%
Kepner	49.0%	53.8%
Lake	55.8%	56.9%

These shifts in ethnic population warrant attention.

g. Ethnic Imbalances - Administrators/Teachers

Positive note: Cole has a good balance:

53.6% Anglo student enrollment; 2 Anglo administrators
38.4% Black student enrollment; 2 Black administrators
7.9% Hisp. student enrollment; 2 Hisp. teachers

Black teachers.......14
Anglo teachers.......43
Total staff..........66

Schools lacking minority administrative personnel are Gove, Grant, Kepner and Morrill.

Following schools have mismatched or low minority representation: **

School	Student Ethnicity		Teachers: Number/Percent		Admin.
Byers	12.0%	Black	3		1
	40.0%	Hispano	3	5.5%	0
	46.0%	Anglo	47		3
	-	Asian	1		-
			54		
Skinner	1.1%	Black	2		1
	53.7%	Hispano	3	4.6%	0
	44.4%	Anglo	58		3
	.4	Asian	2		-
			65		
Mann	.7%	Black	2		0
	50.7%	Hispano	6	8.6%	0
	48.0%	Anglo	60		4
	-	Asian	1		-
	-	Am. Ind	0		1
			69		
Kepner	2.6%	Black	6		0
	53.8%	Hispano	6	7.6%	0
	42.5%	Anglo	65		4
	-	Other	1		-
			78		

Balance in following schools needs improvement:

Merrill	35.3%	Black	10	14.2%	0
	17.2%	Hispano	4	5.7%	0
	46.1%	Anglo	56		-
			70		
Morey	22.9%	Black	7	16.6%	1
	23.6%	Hispano	3	4.7%	0
	49.2%	Anglo	52		3
	-	Other	2		-
			64		
Rishel	4.1%	Black	6		0
	51.3%	Hispano	6	19.5%	1
	42.9%	Anglo	62.5		3
	.2%	Asian	1		0
			75.5		
Gove	31.3%	Black	6	13.3%	0
	6.1%	Hispano	4		0
	61.9%	Anglo	34		4
	-	Asian	1		-
			45		

** Indicates the most severely mismatched instances.

4. Additional Observation

We see the positive results of the goodwill and honest efforts of many people---school personnel, parents, students and other citizens---in helping to make the desegregation order work. This represents a valuable investment of time, energy and purpose that we hope will not be lost or dissipated because of inaction on a problem which has surfaced in the midst of our present relative harmony.

5. Recommendations

a. We recommend an intensive new look at the Junior High boundaries for the 1976-77 school year as they affect the distribution of the available Anglo population.

b. We recommend reexamination of assignments to the new Gove, taking into consideration present circumstances in both northeast and southeast Denver.

D. Senior High Level Report

1. General school attitudes: All schools are running smoothly; students seem to "belong" this year; and relationships with teachers and administrators are better.

2. Approaching ethnic imbalances:

1974	West High	1975
55%	Hispano	61.3%
3%	Black	3.0%

1974	North High	1975
51%	Hispano	54.0%
2%	Black	2.0%

Hispano percentages are considered too high by the current principal. They will continue to rise, due to neighborhood housing patterns. Example: Sophomore class entering North High in 1975 was 60% Hispano.

1974		1975
78%	Anglo	77.0%

3. Bilingual-Bicultural program:

North - 2 new resource teachers - 1 Anglo
1 Chicano

West - Number of teachers increased from two to four - 3 Chicano
1 Anglo

4. Discipline is good; all high schools report that students are accepting discipline this year.

5. Security is excellent; loitering in halls, on school grounds and in neighborhood areas is minimal; security guards report few "real" problems.

6. Teachers and Administrators seem to feel happier, more settled this year; no problems are reported.

7. In-service: Plans were due to be received from the schools by the administration on October 17; all schools are in the process of developing plans; no resistance is evident.

8. Parent organizations: These are functioning at all schools except West; the new principal there has plans to get one under way.

9. Student activities are in full swing; students appear to be participating more eagerly this year; some, however, still cling to their own racial groupings.

10. Transportation: No problems have been reported.

11. Improved programs: Because of change in ethnic enrollments, federal funds are now available to more schools; for example, John F. Kennedy now has Title I funds for programs aimed at bolstering achievement of students who have low reading and math skills. At West the monolingual center is serving 37 students this year compared to only 15 in 1974.

12. Overall picture: Monitors are pleased with what they see; the school year seems to be off to a good start at the Senior High level.

13. Individual High School Reports

(See following page.)

East-Manual Complex

1974	1st semester	2nd semester
Classes taken at Manual by East students:	125	184
Classes taken at East by Manual students:	130	88

1975	1st semester	Number of students
Classes taken at Manual by East students:	161 - 88 academic 73 vocational	88
Classes taken at East by Manual students:	254 -180 academic 74 vocational or other	111

Manual High School

a. Enrollment........1318

b. Racial balance:

Anglo............	49.5%
Black	41.0%
Hispano	6.8%
Oriental	1.3%
Indian	.1%

c. Spirit and participation in activities is excellent:

Activity	Students involved
Clubs....................	40%
Music & Drama	25%
Sports	50%

d. Change in direction at Manual:

(1) Approximately 75% of the sophomore class signed up for the academic program;
(2) Approximately 25 accelerated classes have been added to the curriculum;
(3) There have been no cuts in the vocational program, except for welding. However, class size is smaller than in previous years. DPS is supporting Manual in an attempt to maintain the quality of the vocational program.

East High School

a. Enrollment.....1800

b. Racial balance:

Anglo........54.5%
Black........32.7%
Hispano...... 1.9%
Oriental..... 1.3%

c. Social integration: Students seem comfortable with each other and the school functions have been very successful.

d. Security: East has experienced some security problems, due perhaps to a number of reasons:

(1) Proximity of City Park and East Colfax Avenue;
(2) Many entrances to the school;
(3) Young people in halls are not always East students.

There is a consensus among the East faculty that this problem is also a result of a reduction in the advisory staff this fall. The staff was cut from three full-time advisors to two, and the school lost a secretary. Since the advisors can usually distinguish East students from outsiders, they are needed in the halls. Faculty urges that this office be brought back to full strength.

II. AFFIRMATIVE ACTION COMMITTEE REPORT

On August 15, 1975 the Denver Public Schools were given thirty days to provide the Court with an Affirmative Action program that would meet the exact language requirements of the Court Order.

Although the Denver Public Schools adopted a three-page Affirmative Action plan (copy attached), we suggest to the Court that the plan falls short of the expected objectives. The plan appears to be markedly thin in substantive content, such as procedure for recruitment and hiring, as well as in the number of pages.

The Court Order specifically calls "for the hiring of minority teachers, staff, and administrators on a priority basis with the goal of attaining a ratio of Chicano and Black personnel which more truly reflects the ratio of Chicano and Black students to the total student population at the Elementary, Junior and Senior High school levels and district wide."

Although the Denver Public Schools are hiring additional minority teachers, the actual numbers will have little effect for many years on the above portion of the Court Order.

Charts containing figures for interviewing, hiring and other data pertinent to recruiting for the present school year were shown to the committee by Mr. Pete Shannon, part time DPS Affirmative Action officer, but were not released. Included in these charts were figures such as:

Number of interviews: Black....183
Hispano..135
Other...1536

Hired: Black.....15
Hispano...39
Other.....85

These charts would be helpful in evaluating the Affirmative Action plan and in determining the impact of the plan on the school district.

The C.E.C. Affirmative Action Committee met with Mr. Pete Shannon on September 30, 1975. He shared some serious concerns, including:

a. Shortage of minority teachers in special areas;
b. Severe competition with industry and other school districts.

Mr. Shannon added that recruitment efforts have been expanded, but recruiters are limited to the traditional college visitations with twenty-minute interviews. He suggested a future meeting with Dr. Harold Stetzler, Executive Director, Personnel Services of DPS to discuss recruiting and hiring in greater detail. This meeting is to be scheduled in the near future.

The Court mandates yearly timetables, together with a reasonable target date for the attainment of the above-mentioned goals. The actual number of minority teachers and minority administrators, compared to the increasing minority student population, indicates that the Denver Public Schools should accelerate the timetable for implementation in order to keep pace with this trend, and be in compliance with the Court Order.

In conclusion, it is the opinion of the Affirmative Action Committee that the DPS has not placed top priority on the employment of Chicano and Black personnel, and therefore, it is desirable that the Court consider establishing more precise timetables, criteria and direction.

III. EDUCATION AND INFORMATION COMMITTEE REPORT

The C.E.C. has itensified its efforts to communicate effectively to the Denver community the information about the Court Order in the hope that in so doing, it could enlist community understanding and cooperation. An analysis of this more vigorous program as it has operated so far during this school year follows.

A. News Media Contacts

1. Newspapers

a. Denver Post and Rocky Mountain News: They cover the C.E.C. meetings and afford the activities of the C.E.C. and others helping in desegregation much space. It was hoped they could be persuaded to publish special sections on the desegregation plan prior to the opening of school, but were not able to do so.

b. Sentinel chain: The publisher and editor asked for committee contributions for feature articles; they are generally critical of the C.E.C. and of the Court Order.

c. Rocky Mountain Journal: This newspaper has published several good articles on school desegregation.

2. Television

a. The committee had conferences with public affairs director and/or manager of Channels 2, 4, 6, 7 and 9.

b. A committee member was assigned as liaison with each TV channel to promote program possibilities discussed previously at conferences.

c. The committee helped produce a shared Public Service Announcement stressing peaceful implementation of the desegregation plan; this was aired in early September. More spots are to be produced later.

d. Work with Channel 6 is slated on a possible monthly series concerning the schools.

3. Radio

a. The committee is working with KOA for setting up a possible series entitled, "Sounds from the Schools."

B. Speakers Bureau

1. A file is being built on those who spoke, and where and when, for C.E.C. during the 1974-75 school year.

2. C.E.C. Speakers Bureau has been listed in the Adult Education Council's "Fall, 1975 Speakers Sampler" and is offering the following topics:

History of Desegregation in Denver;
Explanation of the 1974 Desegregation Decree;
Procedures and Progress of C.E.C.;
Monitoring in the Denver Public Schools.

3. The help of committee members and other C.E.C. members has been enlisted in filling speaking engagements.

4. Coordination with the P.L.U.S. Speakers Bureau is established.

5. The committee is seeking ways to more efficiently secure speaking engagements, especially directed toward those segments of the community we feel need further information about desegregation.

C. News Releases and News Conferences

1. Releases

a. Announcement of Monitor Orientation Workshop;

b. Chancellor Mitchell's statement on the opening of school, given good coverage;

c. Invitation to media to attend news conference concerning recent Court of Appeals decision;

(1) This received coverage by four TV channels, three radio stations and three newspapers.

D. Contact with Denver Public Schools

1. The committee met in conference with Mr. Charles Criss, supervisor, Press and Media Relations, DPS;

   a. Mutual concerns were shared regarding publicity for the good things going on in the schools;

   b. A good relationship has been worked out for the use of information gathered by monitors concerning outstanding programs, etc., in the schools.

   c. Possibility of sharing DPS slide files for use in a slide show C.E.C. hopes to produce has been discussed.

E. Coordination with Monitoring Committee

1. Letters were sent to volunteer monitors on October 8, 1975 explaining this committee's function and asking monitors' assistance in reporting outstanding programs, dedicated people, etc. in the schools;

2. Addressed meeting of Junior High volunteer monitors stressing the above.

F. Future Efforts

1. Slide show production;

2. Brochure on most frequently asked questions concerning desegregation plan;

3. Continued work with all news media.

Exhibit 4

"People, Let's Unite for Schools"

PLUS OFFICES:

2552 Williams Str.
Denver, Colorado
80205
(303) 534-2609

DIRECTORS:

Mrs. Lynn Barker
Mrs. Rhondda Grant
Mr. Jack Lang y Marquez
Mrs. Ramona McHenry
Mrs. Yolanda Mojica
Mr. William Richardson
Mrs. Mary Snyder

PLUS is a Colorado
non-profit corporation

ALL DONATIONS TAX-
DEDUCTIBLE BY IRS
RULING

February 8, 1977

Mr. Donald M. Stocks
Assistant General Counsel
United States Commission on Civil Rights
1121 Vermont Avenue N. W.
Washington, D. C. 20425

Dear Mr. Stocks,

In answer to your letter of February 2nd, addressed to Father Kerr, I am enclosing a copy of the materials requested on PLUS. Father Kerr resigned as Chairperson of the organization in 1976. Mrs. Ramona McHenry was elected to that position. The Board of Directors was increased from four to seven individuals at that time. Their names and address appear below:

Mrs. Lynn Barker - 1973 Forest Pwky., 80220
Mrs. Rhondda Grant - 545 Race Str., 80206
Mr. Jack Lang y Marquez - Colo. Civil Rights
312 State Services Bldg.
1525 Sherman Street, 80203
Mrs. Ramona McHenry - 367 So. Kearney, 80222
Mrs. Yolanda Mojica - 8819 W. Fremont Ave.,
Littleton, 80123
Mr. William E. Richardson - East Denver YMCA
3540 E. 31st Ave., 80205
Mrs. Mary Snyder - 866 Milwaukee Str., 80206

If we can be of further assistance, please let us know.

Sincerely,

Jane Kerr

(Mrs.) Jane Kerr
Office Manager/Secretary

PLUS "People, Let's Unite for Schools"

is a non-profit Colorado corporation. It is a voluntary, non-political coalition of organizations which have come together for the following purposes:

1. Creating a social climate in Denver which will result in humane school communities.
2. Encouraging the growth of schools as service agencies for children by working toward friendliness and excellence of education in each school.
3. Drawing the constructive support of all Denver citizens for a "positive people" campaign which will make Denver Public Schools the pride of the entire community and thereby promote the economic strength of the metropolitan Denver community.

PLUS takes no position with regard to the litigation which has created the new school situation, neither as to the substance of the Judge's decision nor as to the remedy.

We are committed to obedience of the law, regardless of the outcome of current appeals. Ours is an effort to remember the children while adults are working out the extremely difficult issues facing this community.

PLUS is committed to the undertaking of any programs required to make the new situation work well for all children, and such public education or informational programs as will encourage citizens to become positively involved with the Denver Public School system.

DIRECTORS:

Mrs. Lynn Barker
Mrs. Rhondda Grant
Mr. Jack Lang y Marquez
Mrs. Ramona McHenry
Mrs. Yolanda Mojica
Mr. William Richardson
Mrs. Mary Snyder

PLUS OFFICES are located at
The Church of the Holy Redeemer
2552 Williams Street
Denver, Colorado 80205
Phone (303) 534-2609

P.L.U.S. MEMBER ORGANIZATIONS (June 1, 1976)

American Association of University Women, Denver Branch
American Friends Service Committee, Colorado Area
American Red Cross - Mile-Hi Chapter
Anti-Defamation League (Denver)
Black Educators United
Capitol Hill United Neighborhoods
CHUN-DECCA Joint Education Committee
Colorado Chapter, American Civil Liberties Union
Colorado Chapter, American Jewish Committee
Colorado Civil Rights Commission
Colorado Education Association
Colorado Mental Health Association (Denver Chapter)
Colorado Psychiatric Society
Colorado Urban League
Congress of Hispanic Educators
Cooperative Endeavor (Denver, City-Wide)
Denver Bar Association
Denver, Chapter, National Council of Jewish Women
Denver Chapter of National Organization for Women
Denver Classroom Teachers Association
Denver Commission on the Aging
Denver Commission on Community Relations
Denver Commission on Youth
Denver Council, Advocacy for Children and Youth
Denver County Council of Parent-Teacher Student Association
Denver Educational Senior Citizens, Inc.
Denver Federation of Teachers
Denver Inner-City Parish
Denver Medical Society
Denver Teacher Assistant Program
Episcopal Church in Colorado
Girl Scouts---Mile-Hi Council
Greater Park Hill Community, Inc.
Jewish Community Center
Latin American Research and Service Agency
League of Women Voters of Denver
Montbello Citizens Committee
Montclair Community Association
National Association of Social Workers, Northern Colorado Chapter
Northeast Youth Services Bureau
Northwest Youth Services Bureau
Rocky Mountain Conference, United Methodist Church
Southeast Denver Neighborhood Services Bureau
Southwest Denver Youth Services Bureau
Spiritual Assembly of Baha'i's, Denver
West Side Action Ministry
Young Men's Christian Association of Metropolitan Denver
Young Women's Christian Association of Metropolitan Denver

Cooperating Affiliate of PLUS: Adult Education Council of Metropolitan Denver

All donations to PLUS are tax-deductible

BYLAWS
OF
PLUS

1. Offices.

The principal office of the corporation shall be at the Church of the Holy Redeemer, 2552 Williams Street, Denver, Colorado 80205. The corporation may have such other principal offices or offices within the State of Colorado as the Board of Directors may from time to time determine.

2. Membership.

2.1 Eligibility. Any organization presently existing or hereafter formed in the metropolitan Denver community may apply for membership in the corporation by submitting to the Board of Directors an instrument in writing, executed by a person with authority to bind such organization, attesting that the governing body of such organization has endorsed the purposes of and has duly resolved to join the corporation. Such organization shall become a member upon acceptance of such application by the Bocrd of Directors, and the Board of Directors may refuse to accept any such application if the Board determines that membership of such organization would not further the purposes of the corporation.

2.2 Voting Rights. Each member shall be entitled to one vote on each matter submitted to a vote of members.

2.3 Termination of Membership. Any member may resign by submitting a written notice of resignation to the Board of Directors. The Board of Directors may by majority vote terminate the membership of any member.

2.4 Transferability of Membership. Membership shall be nontransferable.

3. Meetings of Members.

3.1 Annual Meeting. An annual meeting of the members shall be held at the principal office of the corporation on the first Monday in the month of June of each year, beginning with the year 1975, at the hour of 7:30 p.m., for the purpose of electing directors and for the transaction of such other business as may come before the meeting. If the day fixed for the annual meeting is a legal holiday in the State of Colorado, such meeting shall be held on the next-succeeding business day.

3.2 Special Meetings. Special meetings of the members may be called at any time by the President or by the Board of Directors, and shall be called by the President upon the written petition of members entitled to cast in excess of one-third of the votes at the meeting for which petition is made.

3.3 Notice of Members' Meetings. Written notice stating the place, day and hour of the meeting, and, with respect to any special meeting called upon petition of members as provided in Section 3.2 hereof, the purpose or purposes for which such meeting has been called, shall be delivered not less than 3 or more than 26 days before the date of the meeting, either personally or by mail, to each member entitled to vote at such meeting and to the directors and officers.

3.4 Voting. A member may vote only by designating a natural person to be its voting representative at any meeting of members except that members may vote by mail for election of directors. Any member may substitute a new voting representative for its previous designee at any time, but the officer presiding over any membership meeting may require that persons desiring to vote exhibit written proxies or other evidence of authority to act for the members that such persons purport to represent. At any election for directors, every member shall have the right to cast one vote for as many persons as there are directors to be elected and for whose election it has a right to vote.

3.5 Quorum of Members. At any meeting of members, one-fifth of the members of the corporation, whether represented in person or by proxy, shall constitute a quorum. If a quorum is not present at any meeting of members, a majority of those present may adjourn the meeting from time to time without further notice to absent members.

3.6 Agenda. The agenda for any meeting of members shall be devised in advance of such meeting by the Board of Directors, or, with respect to special meetings called upon petition of members as provided in Section 3.2 hereof, by the members petitioning for such meeting.

3.7 Procedure. All meetings of members shall be governed by the usual parliamentary rules described in Robert's Rules of Order Revised and, unless otherwise specified in these Bylaws, any matter submitted to vote of the membership shall be determined by a majority vote of the quorum of members present.

4. Directors.

4.1 Number and Qualifications. The Board of Directors of the corporation shall be multi-racial and multi-ethnic, and the number of directors shall be four.

4.2 Term of Office. The directors constituting the first Board of Directors of the corporation named in the Articles of Incorporation shall hold office until the conclusion of the first annual meeting. Thereafter, directors shall be elected for terms of one year. Directors may serve consecutive terms.

4.3 Election of Directors. At or before each annual meeting of members, the Board of Directors shall nominate candidates for directors. Members representing at least one-fifth of the total membership entitled to vote may, at each annual meeting, nominate candidates in addition to those nominated by the Board of Directors. Election of directors shall be by majority vote of the quorum of members present.

4.4 Vacancies. Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, although less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of such director's predecessor in office. Any directorship to be filled by reason of an increase in the number of directors may be filled by the Board of Directors for a term of office continuing only until the next election of directors.

4.5 Quorum of Directors. A majority of the Board of Directors shall constitute a quorum for the transaction of business.

4.6 Powers of Directors. All the lawful powers of the corporation shall be vested in and exercised by or under the authority of the Board of Directors, and the directors shall manage the affairs and property of the corporation. The act of a majority of the directors present at a meeting of directors at which a quorum is present shall be the act of the Board of Directors unless the act of a greater number is required by law or by these Bylaws.

4.7 Place and Notice of Directors' Meetings. Meetings of the Board of Directors, regular or special, shall be held at such places and at such times as are designated in notice to the directors of such meetings received by them not less than one or more than ten days preceding such meetings. The Board of Directors may provide the time and place for regular meetings without the necessity of notice of such meetings other than the resolution so providing. Special meetings of the Board of Directors may be called by or at the request of the President or any two directors and shall be held at the principal office of the corporation or at such other place as the directors may determine.

5. Officers.

5.1 Number and Description. The officers of the corporation shall consist of a President or Chairman, one or more Vice-Presidents or Co-Chairmen, a Secretary, and a Treasurer, and such other officers and assistant officers as the Board of Directors may deem necessary. Any two or more offices may be held by the same person, except the offices of President and Secretary.

5.2 Election and Term of Officers. Except as provided in Section 5.5 hereof, the officers of the corporation shall be selected by the Board of Directors and shall serve for such terms, not exceeding three years, as may be specified by the Board of Directors in effecting such selection. New offices may be created and filled at any meeting of the Board of Directors.

5.3 Removal. Any officer may be removed by the Board of Directors whenever in its judgment the best interests of the corporation will be served thereby.

5.4 Vacancies. A vacancy in any office for any reason may be filled by the Board of Directors for the unexpired portion of the term or for such other period, not exceeding three years, as the Board of Directors may determine.

5.5 Powers and Duties. The several officers shall have such power and shall perform such duties as may from time to time be specified in resolutions or other directives of the Board of Directors. In the absence of such resolution or directive, the officers shall have those powers and shall perform those duties, and shall have those qualifications, described below:

(a) President. The President shall be selected from the membership of the Board of Directors. He shall be the chief executive officer of the corporation and shall preside over all meetings of the Board of Directors and of the members. He shall have general and active management of the business of the corporation and shall see that all orders and resolutions of the Board of Directors are carried into effect. He shall have the general powers and duties of supervision and management usually vested in the office of President of a corporation, including but not limited to the supervision and direction of the other officers of the corporation and of the agents and employees thereof. He shall be the official spokesman for the corporation and shall be the only officer or director, in the absence of resolution or directive of the Board of Directors, who shall have the authority to bind the corporation with respect to third persons or otherwise to act as general agent of the corporation.

(b) Vice President. At least one Vice President shall be chosen from the membership of the Board of Directors. Such Vice Presidents as are Board members, in the order of their seniority, shall perform the duties and exercise the powers of the President during the absence or disability of the President. The Vice Presidents shall otherwise perform the duties and exercise the powers that are from time to time assigned to them by the President or the Board of Directors.

(c) Secretary. The Secretary shall be the custodian of and shall maintain the corporate books and records and shall record the corporation's formal actions and transactions. He shall attend all meetings of the members and of the Board of Directors and shall preserve in books of the corporation true minutes of the proceedings of all such meetings. He shall give all notices required by statute, bylaw or resolution and shall perform such other duties as may be delegated to him by the President or the Board of Directors.

(d) Treasurer. The Treasurer shall have custody of all corporate funds and securities and shall keep in books belonging to the corporation full and accurate accounts of all receipts and disbursements. He shall deposit all monies, securities and other valuable effects in the name of the corporation in such depositories as may be designated for that purpose by the Board of Directors. He shall disburse the funds of the corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the President and directors at the regular meetings of the Board of Directors, and whenever requested by them, an account of all his transactions as Treasurer and of the financial condition of the corporation. In addition to the foregoing, he shall have such other duties and authority as may from time to time be delegated to him by the President or the Board of Directors.

(e) Assistant Secretary and Assistant Treasurer. The Board of Directors may appoint an Assistant Secretary and/or an Assistant Treasurer. The Assistant Secretary, in the absence or disability of the Secretary, shall perform the duties and exercise the powers of the Secretary. The Assistant Treasurer, in the absence or disability of the Treasurer, shall perform the duties and exercise the powers of the Treasurer.

6. Books and Records.

The corporation shall keep complete and correct books and records of account and shall keep minutes of the proceedings of its members and Board of Directors, and shall keep at its registered or principal office in this State a record of the names and addresses of its members.

7. Contracts, Funds and Gifts.

7.1 Contracts. The Board of Directors may authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or may be confined to specific instances. In the absence of such authorization, only the President shall have the authority to enter into such contracts or execute and deliver such instruments.

7.2 Checks, Drafts or Orders. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or agent of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such resolution, such instruments shall be signed by the Treasurer.

7.3 Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

7.4 Gifts. The Board of Directors may accept on behalf of the corporation any contributions, gifts, bequests or devises for any purpose of the corporation.

8. Task Forces.

The Board of Directors may create several Task Forces, each of which may be responsible for undertaking programs and activities in furtherance of a discrete aspect of the purposes of the corporation. The Board shall determine the names and functions of any such Task Forces and shall also determine from time to time whether additional Task Forces should be created or existing ones disbanded. Members of the corporation shall determine which Task Force or Task Forces they wish to join. The Board of Directors shall select a chairman for each Task Force to serve for a term of six months. Such chairmen may serve consecutive terms and may be removed at any time by the Board of Directors if the Board determines that the best interests of the corporation will be served thereby. The chairman of each Task Force shall be responsible for directing the activities of the Task Force and shall allocate resources and personnel as he deems fit, subject to the authority of the Board of Directors to review and modify such action. The directors shall be ex officio members of each Task Force.

9. Sale, Lease, Exchange or Mortgage of Assets.

A sale, lease, exchange, mortgage, pledge or other disposition of the property and assets of the corporation may be made by the Board of Directors upon such terms and conditions and for such consideration, which may consist in whole or in part of money or property, real or personal, including shares of any corporation for profit, domestic or foreign, as may be authorized by said Board. A sale, lease, exchange or other disposition of all, or substantially all, the property and assets of the corporation shall be authorized upon the vote of a majority of the Board of Directors.

10. Dissolution.

10.1 Adoption of Resolution. Dissolution of the corporation shall be authorized by adoption of a resolution to dissolve by vote of a majority of the Board of Directors.

10.2 Plan of Distribution. Upon discharging the liabilities and obligations of the corporation and otherwise distributing the assets of the corporation as required by law, the corporation shall distribute its remaining assets as provided in a plan of distribution adopted by majority vote of the Board of Directors.

11. Amendment of Bylaws.

The power to alter, amend or repeal these Bylaws or adopt new Bylaws is vested in the Board of Directors, and any such change shall be determined by majority vote thereof.

Adopted by vote of the Board of Directors of PLUS at a regular meeting of said Board at the Church of the Holy Redeemer, 2552 Williams Street, Denver, Colorado on July 31, 1974.

Witness my hand this 31st day of July, 1974.

Secretary

At the regular meeting of the Board of Directors at which Richard Kerr and Mary Hime were present, it was agreed that a proposal to amend the by-laws would be considered adopted if the absent directors, having the motion read by telephone, gave their consent.

That consent, having been received in telephone calls to Ramona McHenry and Jack Lang on Wednesday, May 7th, the following motion made by Richard Kerr, seconded by Mary Hime, is adopted unanimously.

That the By-laws be amended to read:

3.3 Notice of Members' Meetings. Written notice stating the place, day and hour of the meeting, and, in case of a special meeting called by vote of the members as provided in section 2 hereof, the purpose or purposes for which such meeting has been called, shall be delivered not less than 3 nor more than 30 days before the date of the meeting, either personally or by mail, by or at the direction of the President, the Secretary, or the officers or persons calling the meeting, to each member entitled to vote at such meeting.

3.4 Strike the sentence, "Members may vote by mail for election of directors."

4.1 Number and Qualifications. The Board of Directors of the corporation shall be multi-racial and multi-ethnic, and the number of directors shall be not less than four nor more than seven.

4.3 Election of Directors. At the annual meeting of members, the Board of Directors shall nominate candidates for directors. Any candidate nominated by the membership must be proposed by one member and seconded by another member. Election of directors shall be by majority vote of the quorum of members present in person or by proxy.

Respectfully submitted,

Rhonda L. Grant

Secretary

BY-LAW CHANGES PROPOSED BY RICHARD KERR

3.3 Written notice stating the place, day and hour of the meeting, and, in case of a special meeting called by vote of the members as provided in section 2 hereof, the purpose or purposes for which such meeting has been called, shall be delivered not less than 3 nor more than 30 days before the date of the meeting, either personally or by mail, by or at the direction of the President, the Secretary, or the officers or persons calling the meeting, to each member entitled to vote at such meeting.

3.4 Strike the provision that members may vote by mail for election of directors.

4.1 Number and Qualifications. The Board of Directors of the corporation shall be multi-racial and multi-ethnic, and the number of directors shall be not less than four nor more than seven;

4.3 At the annual meeting of members, the Board of Directors shall nominate candidates for directors. Any candidate nominated by the membership must be proposed by one member and seconded by another member. Election of directors shall be by majority vote of the quorum of members present in person or by proxy.

STATE OF COLORADO

DEPARTMENT OF
STATE

NONPROFIT
CERTIFICATE OF
INCORPORATION

I, MARY ESTILL BUCHANAN,

Secretary of State of the State of Colorado, hereby certify that duplicate originals of Articles of Incorporation, duly signed and acknowledged pursuant to the provisions of the Colorado Nonprofit Corporation Act, have been received in this office and are found to conform to law.

Accordingly the undersigned, by virtue of the authority vested in me by law, hereby issues this Certificate of Incorporation of

----------------------------------PLUS----------------------------------
(A COLORADO NONPROFIT CORPORATION)

and attaches hereto a duplicate original of the Articles of Incorporation.

Dated this ------Eighth------ *day of* -------July------- *A. D. 19* 74

Mary Estill Buchanan
SECRETARY OF STATE

5

FILED in the office of the Secretary of State of the State of Colorado

JUL 8 1974

ARTICLES OF INCORPORATION
OF
PLUS

The undersigned person, acting as incorporator of a corporation under the Colorado Nonprofit Corporation Act, signs and acknowledges the following Articles of Incorporation for such corporation:

ARTICLE I
NAME

The name of the corporation is PLUS

ARTICLE II
DURATION

The period of duration of the corporation shall be perpetual.

ARTICLE III
PURPOSES

The purposes for which the corporation is formed are as follows: To engage in charitable, civic and educational activities for the promotion of social welfare; and in particular to create a social climate in the City of Denver, Colorado which will result in humane school communities, to encourage the growth of Denver public schools as service agencies for children by working toward friendliness and excellence in education in each school as it opens in September 1974, and to draw the constructive support of all Denver citizens for a "positive people" campaign which will make Denver public schools the pride of the entire community and thereby promote the economic strength of the metropolitan Denver community. To those ends, the corporation will attempt to lessen neighborhood tensions by undertaking and coordinating activities directed at facilitating the peaceful and constructive implementation of the "Final Judgment and Decree" dated April 17, 1974, and amendments thereto, of the United States District Court for the District of Colorado in the case of Wilfred Keyes v. School District No. 1, Civil

Action No. C-1499, which directs the desegregation of the public schools of the City of Denver, Colorado.

ARTICLE IV

POWERS

Subject to the limitations contained in Article V of these Articles of Incorporation, the corporation shall have and may exercise in furtherance of its purposes all of the powers now or hereafter granted to nonprofit corporations by the laws of the State of Colorado, including but not limited to the power to disseminate information and generate publicity, engage speakers, conduct workshops and meetings, form task forces or committees and otherwise have and exercise all powers necessary or convenient to effect any or all of the purposes of the corporation stated in Article III of these Articles of Incorporation.

ARTICLE V

LIMITATIONS

Notwithstanding any other provision of these Articles of Incorporation: (1) the corporation shall never have or exercise any objects, purposes or powers except such as shall in law be deemed charitable, civic or educational; (2) it shall never be a purpose of the corporation to engage in a regular business of a kind ordinarily carried on for profit; (3) no part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, any member, director, officer or other person who has a personal and private interest in the activities of the corporation, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III of these Articles of Incorporation; (4) the corporation will take no position with respect to the merits of the contentions advanced by the opposing sides in said Civil Action No. C-1499 described in Article III of these Articles of Incorporation and will not devote any of its activities to attempting to influence, by propaganda or otherwise, legislation on any of the issues presented or decided in said litigation or on any other issue, and the corporation will not, directly or indirectly, participate or intervene in (by the publication or distribution of statements or otherwise) any political campaign on behalf of any candidate for public office, but will confine its activities to promoting obedience of the law, the undertaking of any programs required for successful implementation of the Final Judgment and Decree and amendments thereto in said Civil Action, and such public educational or informational programs as will encourage the citizens of Denver, Colorado and surrounding communities to become positively involved with the Denver public school system; and (5) the corporation will not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue law) or by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue law).

ARTICLE VI

DISSOLUTION

Upon dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, civic or educational purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue law), or to such federal or state governmental departments created for similar purposes, as the Board of Directors shall determine; but in no event shall such assets be distributed to any member, director, officer or other person having a personal and private interest in the activities of the corporation.

ARTICLE VII

MEMBERS

The corporation shall be a membership corporation. The designation of the class of membership, the manner of members' appointment, and the qualifications and rights of the members shall be set forth in the bylaws of the corporation.

ARTICLE VIII

DIRECTORS

The affairs of the corporation shall be managed by a Board of Directors. The number of directors, their qualifications, powers, duties, terms of office and the manner of their election or appointment and replacement shall be provided in the bylaws, except that the number of directors of the corporation shall not be less than three. The number of directors constituting the initial Board of Directors is four (4), and the names and addresses of the persons who are to serve as initial directors are:

NAME	ADDRESS
Rev. Richard Kerr	2540 Williams, Denver, Colorado 80205
Ramona McHenry	367 South Kearny, Denver, Colorado 80222
Rev. Ramiro Cruz-Aedo	1638 Pearl, Apt. 4, Denver, Colorado 80203
Mary Hims	3409 South Race, Englewood, Colorado 80110

ADDENDUM TO BY-LAWS:

In September, 1974, The Reverend Ramiro Cruz-Ahedo resigned as a Co-Chairperson of PLUS. Subsequently, Mr. Jack Lang y Marquez was elected to fill this vacancy. Mrs. Rhondda Grant was elected Secretary-Treasurer of PLUS.

or state governmental departments created for similar purposes, as the Board of Directors shall determine, but in no event shall such assets be distributed to any member, director, officer or other person having a personal and private interest in the activities of the corporation.

ARTICLE VII

MEMBERS

The corporation shall be a membership corporation. The designation of the class of membership, the manner of members' appointment, and the qualifications and rights of the members shall be set forth in the bylaws of the corporation.

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NAME	ADDRESS
Rev. Richard Kerr	2540 Williams, Denver, Colorado 80205
Ramona McHenry	367 South Kearny, Denver, Colorado 80222
Rev. Ramiro Cruz-Aedo	1638 Pearl, Apt. 4, Denver, Colorado 80203
Mary Nims	3409 South Race, Englewood, Colorado 80110

ARTICLE IX

REGISTERED OFFICE AND REGISTERED AGENT

The address of the initial registered office of the corporation is 2552 Williams Street, City and County of Denver, Colorado 80205, and the name of its initial registered agent at such address is Rev. Richard Kerr.

ARTICLE X

INCORPORATOR

The name and address of the incorporator are as follows:

Name	Address
Howard L. Boigon	1200 American National Bank Building Denver, Colorado

Howard L. Boigon

Howard L. Boigon

STATE OF COLORADO)
CITY AND) ss.
COUNTY OF DENVER)

The foregoing instrument was acknowledged before me this 26th day of June, 1974, by Howard L. Boigon.

Witness my hand and official seal.

My commission expires July 19, 1977.

Claire G. Ohel
Notary Public

Exhibit 5

August, 1974

IMPLEMENTATION STATEMENT ON INTEGRATION FOR THE CATHOLIC SCHOOLS OF THE METRO-DENVER AREA

The decision of the Federal District Court to desegregate the Denver Public Schools has a number of implications for private schools in the Denver area. It is the purpose of this statement to reflect the official position of the Catholic Education Office on the matter. It will also give practical directions for our schools for this coming year.

No less than the public schools, Catholic schools are dedicated to those principles which are at the heart of democracy. When the courts speak of equal opportunities in education, they speak of an ideal to which Catholic schools have long been dedicated.

The order of the Federal District Court is the law. We realize that the District Court Order indicates that any non-public school which encourages and accepts the enrollment of students for the purpose of avoiding the integration program of the Denver Public School System is in violation of the Court Order and places itself in a position of obstructing justice.

We will keep the law.

Our interest in this situation goes much further than merely keeping the law. We see equality of educational opportunity not only as a matter of law or court order. It is a matter of conscience. We simply will not be an escape hatch for those seeking to get around the directives of the Court because we believe equality to be a moral imperative.

At the same time we trust all will recognize that there is another side of the coin. Our schools are an alternate to the public school system. Private schools give parents a choice. This freedom is part of our American heritage too, and we do not believe it is the intention of any court to take away or even lessen this freedom.

Without in any way diminishing our stand on this freedom of educational choice it is clear to us that at the present moment special attention must be placed on achieving equality of educational opportunity for all. We will search for practical ways to be a helpful force in the community and we are determined not to be a haven for those whose enrollment in our schools is merely a way of avoiding integration or the Court Order.

There are three obvious times when freedom of choice should be honored:

1. Parents who are transferring their children at the natural breaks in the school system; for example, into the 1st grade from a public school kindergarten or into high school at the completion of the 8th grade, or graduation from a public junior high school.
2. Parents who have newly moved into the city and are in the process of making a choice of the educational system they want for their children.
3. Parents whose children are not in any way affected by the integration or busing changes ordered by the Court.

There are other situations that we can see as highly questionable:

1. Parents whose whole family history has been one of sending their children to public school and at this moment decide to change that pattern.
2. Parents who have no association with the Catholic Church and at this particular time decide to enroll their children in a Catholic School.
3. Parents who seek to transfer their children after the school year has begun and whose transfer has no overriding educational reasons.

It is the joint responsibility of the pastor and the principal to arrive at a moral certainty that any and all transfer students are motivated by compelling reasons other than escaping the Court Order. Hopefully, the distinctions we have drawn will help all see the situation clearly.

Because this is a public and legal matter, we ask that the parents of all students transferring for the 1974-75 school year read and sign the STATEMENT OF INTENT. These statements should be kept in the school file as a matter of public record. We ask further that all parents of new non-Catholic students accepted in any of our schools, sign the STATEMENT OF INTENT FOR NON-CATHOLIC STUDENTS and that these also be kept in the school files.

A Board of Appeals is being constituted to handle any and all complaints made in writing to this office with regard to the admission or the failure to admit transfer students into our schools.

The present hour calls for our best. We are about the work of securing justice for all and there is a price. We will pay it.

Exhibit 6

FOR RELEASE: Friday, August 23 thru
Sunday, August 25, 1974

THE CLERGY COMMITTEE FOR RECONCILIATION
1313 Clarkson Street
Denver, Colorado 80218

AN OPEN LETTER
TO THE CHURCHES AND SYNAGOGUES OF METRO DENVER

The opening of the Denver Public Schools is upon us. We have come to a difficult point of beginning -- the beginning of a plan that finds some of our children and youth being bussed in order to desegregate our public schools.

The decision of the Federal District Court is greeted with mixed response, some agreeing as strongly as others disagree, but the Court order has now become law. It is important, at this point, to note that the struggle which birthed us as a nation made us a people ruled by law, rather than ruled by man. The law may not always be agreeable, but to be ruled in this manner is to provide for the safety and welfare of everyone concerned.

That difficult beginning as a nation has brought us to great achievements. One of those achievements is the public school system that provides every child the opportunity for an education. We believe in the public school system as a system that has value for the community as a whole.

We, therefore, call upon the people of Denver to abide by the law, in spirit and deed, lest the children of Denver be hurt in the midst of adult disagreements. Our forefathers had to pull together to make the young country work. Let us all welcome this beginning as an opportunity to improve the public school system for the sake of quality education for all of our children.

We address ourselves particularly to the people of Church and Synagogue. We call upon you in the name of our God to give leadership to the Denver community in this trying hour. Let us become that positive force which benefits our children and leads all from law to love. Our God, the God of the Judeo-Christian faith, is a God who has promised to sustain us in life's most strenuous times. He will sustain us now if we trust in Him.

Both our traditions have spoken of themselves as "the people of God" who bring the blessing of God to all mankind. We call upon you to be that unique, that particular people in this hour, who give leadership to our community in moving toward quality education for all children.

THE CLERGY COMMITTEE FOR RECONCILIATION

Rev. John Morris, Chairman
Rev. Clarence Ammons
Rev. Marbury Anderson
Rev. Davis Babcock
Rev. Robert Burrows
Rev. Harold Colenbrander
Rev. Roy Figlino

Rev. W. Spencer Wren, Co-Ordinator

Rev. Delbert Grauerholz
Rev. Stuart Haskins
Rabbi Manuel Laderman
Rev. Wendell T. Liggins
Rev. LaRue Loughead

Sr. Irene McGee
Rev. Robert McPherson
Rev. William R. Persons
Rev. Edward W. Wessling
Rev. Paul Wicker

Membership lists of the Task Force for Reconciliation and of the Clergy Committee for Reconciliation are on file at the U.S. Commission on Civil Rights.

Exhibit 7

Enrollment by Ethnic Background Section D - NCEA 1975-76

Elementary Schools	American Indian	American Negro	Oriental American	Spanish-Surnamed American	All Others	Total		Indo-Chinese	Total	Minority Total	
All Saints	3	-	-	49	235	287		6	293	58	
All Souls	-	5	-	8	344	357		3	360	16	
Annunciation	-	53	-	175	24	252		4	256	232	
Assumption	-	-	-	45	160	205		-		45	
Bl. Sacrament	6	122	3	34	287	452		6	458	171	
Christ the King	-	14	2	8	269	293		-		24	
Guard. Angels	-	-	-	44	77	121		-		44	
Holy Cross	-	-	2	32	146	180		-		34	
Holy Family	-	-	-	70	275	345		-		70	
Holy Trinity	-	-	-	21	272	293		-		21	
Loyola	-	141	2	19	-	162		2	164	164	
M. Prec. Blood	-	5	-	7	393	405		1	406	13	
Nativity	-	1	1	10	170	182		-		12	
Notre Dame	-	-	-	15	364	379		-		15	
O.L Fatima	-	-	2	12	366	380		5	385	19	
O.L. Lourdes	-	2	-	29	181	215		-		31	
Presentation	-	1	-	156	70	227		-		157	
Sacred Heart	-	25	2	165	-	192		-		192	
St. Anne	-	-	-	9	251	259		-		8	
St. Anthony	-	3	3	75	66	147		-		81	
St. Bernadette	2	-	1	33	425	461		-		36	
St. Catherine	-	-	1	81	200	282		-		82	
St. Francis de S.	6	2	2	75	123	208		-		85	
St. James	3	60	8	28	278	377		1	378	100	
St. John	3	11	5	-	157	176		4	180	23	
St. Joseph	1	4	-	162	15	182		5	187	172	
St. Louis	3	-	-	14	217	234		2	236	19	
St.M.Ac.Elem.	1	3	-	1	169	174		-		5	
St.M.Ac.Middle	-	2	-	-	98	100		-		2	
St.Mary, Littlet.	-	4	4	25	642	675		5	680	38	
St.M.Magdalene	-	1	1	27	152	181		1	182	30	
Sts. Peter/Paul	-	-	-	23	320	343		-		23	
St. Philomena	-	18	-	15	204	237		-		33	
St. Pius X	2	8	5	45	329	389		2	391	62	
St. Rose of Lima	-	-	-	29	112	143		-		29	
St. Therese	4	43	5	47	427	526		-		99	
St. V. de Paul	-	-	4	3	484	491		-		7	
	34	528	53	1,590	8,307	10,512		47			

condary:

Enrollment by Ethnic Background - 1974-75
Archdiocese of Denver - Central Area

School	American Indian	American Negro	Oriental American	Spanish surnamed American	All Others	Total
Central Catholic	5	65	5	307	455	837
Holy Family	2	-	-	54	438	494
Machebeuf	-	19	-	34	502	555
Marycrest	2	2	1	18	237	260
Mullen	-	2	-	11	441	454
Regis	-	13	-	35	590	638
St. Andrew	-	-	-	14	9	23
St. Mary's Academy	-	16	1	14	411	442
TOTALS	9	117	7	487	3,083	3,703

Secondary:

Section D

Enrollment by Ethnic Background - 1973 - 74
Archdiocese of Denver - Central Area

School	American Indian	American Negro	Oriental American	Spanish surnamed American	All Others	Total
Central Catholic	1	79	5	334	496	915
Holy Family	-	-	-	62	409	471
Machebeuf	-	14	-	12	554	580
Marycrest	2	-	-	17	238	257
Mullen	-	2	-	11	446	459
Regis	-	18	-	35	577	630
St. Andrew	-	-	-	6	19	25
St. Mary's Academy	-	13	-	12	308	333
TOTALS	3	126	5	489	3,047	3,670

50/12-73

Enrollment by Ethnic Background - 1972 - 73
Archdiocese of Denver - Central Area

dary:

School	American Indian	American Negro	Oriental American	Spanish-surnamed American	All Others	Total
Cathedral	5	81	4	155	325	570
Holy Family	-	-	-	54	432	486
Machebeuf	1	22	1	21	473	518
Marycrest	-	1	-	15	219	235
Mullen	-	1	-	22	409	432
Neuville	1	4	-	8	31	44
Regis	-	15	-	32	564	611
St. Andrew	-	-	-	9	14	23
St. Francis de Sales	-	2	2	35	354	393
St. Joseph	2	16	3	203	90	314
St. Mary's Academy	-	7	1	9	317	334
TOTALS	9	149	11	563	3228	3,960

1975-76 Enrollment by Ethnic Background Section D-NCEA

Secondary Schools	American Indian	American Negro	Oriental American	Spanish-Surnamed American	All Others	Total		Indo-Chinese
Central Catholic	-	54	3	305	440	802		
Holy Family	-	-	-	65	409	474		
Machebeuf	-	15	-	40	501	556		
Marycrest	2	-	2	20	255	279		2
Mullen	1	8	-	22	414	445		3
Regis	-	14	-	32	556	602		
St. Andrew Sem.	-	-	-	9	11	20		1
St. Mary's Academy	1	7	1	11	218	238		
	4	98	6	504	2.804	3,416		6

Enrollment by Ethnic Background - 1974 - 75
Archdiocese of Denver - Central Area

Section D

School	American Indian	American Negro	Oriental American	Spanish surnamed American	All Others	Total
Saints	3	-	-	62	246	311
Souls	-	2	-	8	376	386
unciation	-	49	-	190	22	261
mption	4	2	-	45	175	226
sed Sacrament	2	118	1	27	289	437
ist the King	-	8	-	17	252	277
rdian Angels	-	-	-	53	74	127
y Cross	-	1	2	31	165	199
y Family	-	-	-	74	306	380
y Trinity	-	-	-	25	274	299
ola	-	133	-	18	3	154
t Precious Blood	-	4	-	8	371	383
ivity	-	-	-	11	166	177
re Dame	-	-	-	13	378	391
Lady of Fatima	-	-	-	9	429	438
Lady of Lourdes	-	1	1	31	197	230
entation	-	3	-	169	72	244
red Heart	-	31	2	180	5	218
Anne	-	-	-	13	286	299
Anthony	-	3	2	81	70	156
Bernadette	2	-	1	44	398	445
Catherine	-	-	-	69	218	287
Francis de Sales	3	7	2	63	140	215
James	2	42	12	33	310	399
John	-	15	1	12	139	167
Joseph	-	4	-	184	7	195
Louis	4	1	1	46	233	255
Mary's Academy	-	7	3	1	162	173
Mary, Littleton	-	2	-	19	588	609
Mary Magdalene	1	-	-	34	183	218
Peter and Paul	-	-	-	3	359	362
Philomena	-	14	-	15	198	227
Pius X	-	9	4	40	330	383
Rose of Lima	1	-	-	38	127	166
Therese	4	41	6	44	405	500
Vincent de Paul	-	-	2	8	474	484
ALS	26	497	40	1,688	8,427	10,670

ary:

Enrollment by Ethnic Background - 1973 - 74
Archdiocese of Denver - Central Area

Section

School	American Indian	American Negro	Oriental American	Spanish surnamed American	All Others	Total
All Saints	3	-	-	48	222	273
All Souls	-	2	-	8	356	366
Annunciation	-	31	-	212	24	267
Assumption	-	3	1	43	201	248
Blessed Sacrament	3	103	-	32	356	494
Christ the King	-	8	-	16	266	290
Guardian Angels	-	-	-	46	95	141
Holy Cross	1	2	2	39	172	216
Holy Family	-	-	-	81	293	374
Holy Trinity	-	-	-	25	265	290
Loyola	-	121	-	28	7	156
Most Precious Blood	-	3	-	7	311	321
Nativity	-	-	-	-	179	179
Notre Dame	-	-	-	15	318	333
Our Lady of Fatima	1	-	-	4	455	460
Our Lady of Lourdes	-	1	-	28	130	159
Presentation	-	4	-	153	81	238
Sacred Heart	-	31	4	193	7	235
St. Anne	-	1	-	3	310	314
St. Anthony	-	2	1	95	59	157
St. Bernadette	-	-	-	39	384	423
St. Catherine	-	-	-	77	224	301
St. Francis de Sales	-	6	2	56	116	180
St. James	10	39	6	35	300	390
St. John	-	9	-	7	159	175
St. Joseph	-	5	-	173	12	190
St. Louis	3	1	1	21	187	213
St. Mary's Academy	-	13	3	-	187	203
St. Mary, Littleton	2	1	3	18	625	649
St. Mary Magdalene	-	-	2	31	186	219
Sts. Peter and Paul	-	-	-	10	367	377
St. Philomena	-	2	-	18	193	213
St. Pius X	-	3	4	32	312	351
St. Rose of Lima	-	-	4	50	147	201
St. Therese	7	24	7	39	387	464
St. Vincent de Paul	-	-	2	6	365	373
TOTALS	30	415	42	1,688	8,258	10,433

5C

737

Enrollment by Ethnic Background - 1972 - 73
Archdiocese of Denver - Central Area

School	American Indian	American Negro	Oriental American	Spanish-surnamed American	All Others	Total
All Saints	-	-	-	66	254	320
All Souls	-	6	-	10	380	396
Annunciation	-	32	-	212	28	272
Assumption	-	3	1	50	210	264
Blessed Sacrament	1	61	-	34	385	481
Christ the King	-	7	-	19	282	308
Cure d'Ars	-	107	-	18	1	126
Guardian Angels	-	-	-	40	95	135
Holy Cross	-	-	2	42	188	232
Holy Family	1	-	-	85	264	350
Holy Trinity	-	-	-	33	264	297
Loyola	-	92	-	15	9	116
Most Precious Blood	-	2	-	8	298	308
Notre Dame	-	-	2	24	312	338
Our Lady of Fatima	1	-	-	5	479	485
Our Lady of Lourdes	-	1	-	25	152	178
Presentation	1	3	-	147	96	247
Sacred Heart	-	34	4	218	12	268
St. Anne	-	2	3	4	292	301
St. Anthony	1	1	1	96	60	159
St. Bernadette	-	-	-	36	416	452
St. Catherine	-	-	-	31	232	263
St Dominic	3	-	-	107	60	170
St. Elizabeth	-	2	-	66	5	73
St Francis de Sales	4	4	-	60	146	214
St James	8	34	7	28	313	390
St John	-	4	1	3	181	189
St Joseph	-	5	-	193	15	213
St Louis	4	1	1	20	201	227
St Mary's Academy	-	14	2	3	137	156
St. Mary, Littleton	3	2	1	20	671	697
St Mary Magdalene	4	-	2	37	231	274
Sts. Peter and Paul	-	-	-	6	368	374
St Philomena	-	3	-	16	219	238
St Pius Tenth	-	7	4	44	273	328
St Rose of Lima	-	-	4	51	187	242
St Therese	3	9	7	40	411	470
St Vincent de Paul	-	1	-	5	428	434
TOTALS	34	437	42	[illegible]	8555	10,985

The map (Geographical Divisions of Metropolitan Denver Parishes) attached to this exhibit is on file at the U.S. Commission on Civil Rights.

Exhibit 8

This exhibit is on file at the
U.S. Commission on Civil Rights.

Exhibit 9

W. H. McNichols Jr.
MAYOR

City and County of Denver
CITY AND COUNTY BUILDING · DENVER, COLORADO · 80202

AREA CODE 303 297-2721

February 17, 1976

TO: THE UNITED STATES CIVIL RIGHTS COMMISSION

The Honorable William H. McNichols, Jr., Mayor of Denver, has assigned to me the privilege of extending his warm greetings and official welcome on behalf of the City and County of Denver to you, the members of the United States Civil Rights Commission, assembled here this morning.

The Mayor regrets that his regularly scheduled cabinet and Mayor-Council meetings this morning conflicts with this session. He has asked me to convey his regrets, and has instructed me to express his personal welcome to this Queen City of the mountain-plains, the Mile High City of Denver!

Your purpose in coming to and studying Denver, as we understand, is to examine the problems and potentials in the processes of desegregation of Denver's public schools. You hope to illuminate some solutions by uncovering positive aspects that will accelerate the integration of all our residents within our community, and to afford to all children equal educational opportunity for the benefit of all of us. In this hope, we fervently join with you.

You will find Denver to be a vital, growing and dynamic core city, with a population of slightly more than half a million energetic people --

surrounded by even faster growing suburbs, with a population now exceeding three quarters of a million people . . . This has implications, obviously, in regard to future aspects of public school desegregation in this localized area.

According to 1975 estimates, two-thirds of Denver's 524,000 population are "Anglo" (whites); more than 100,000 people are of Mexican or Hispanic background; approximately 60,000 are of Black descent; and about 15,000 are of either American Indian or of Asiatic orign. We realize that actual numbers of minority persons are increasing in Denver, while the "Anglo" population is slowing decreasing each year.

Until two years ago, Denver's school system had the largest pupil population in the State of Colorado. From a high point of about 96,000 students in 1968, today's school enrollment in Denver is now about 76,000. Our neighbor to the west, the Jefferson County school district has surpassed Denver as the largest school district in Colorado -- and it is suggested that a goodly number of Jeffco students were formerly Denver residents.

It should also be noted too that for the first time in history, enrollments at the elementary school levels in Denver is indicated to be about 48% "Anglo" and about 52% "minority". Enrollments at the junior high school level are exactly 50-50, while in senior high schools enrollments are about 57% "Anglo" and 43% minority students.

With annexations of new lands by Denver virtually blocked by recent constitutional amendments, and with the disheartening statistics showing the lowering of educational achievements by students in urban settings, Denver must nevertheless reverse such trends if we are to continue as a viable community. It must be noted that the political boundaries of the City and County of Denver are co-terminous with the boundaries of the School District #1.

As undoubtedly your researchers have advised you, in Colorado, by constitutional provision, affairs of public education for children are the exclusive domain of elected school boards; municipal governments do not have any mandated statutory or legal responsibilities in regard to public education of children.

Nevertheless, it is obvious that if there are deep-rooted dissatisfactions affecting a substantial portion of our populace -- in regard to whatever issue -- local government must respond. In the case of public education, the impact of wide-spread dissatisfactions is even more direct: whenever there are problems within our public schools, for whatever reason and involving whatever issue -- as these problems spill out from the school into the homes of our residents, out into arenas of public debate, and unfortunately sometimes onto the streets and public places, City government does have a fundamental concern and an inescapable responsibility of doing whatever is necessary to alleviate or prevent such problems from becoming a violent or disruptive force within our community. Mere responding to crisis situations, or attempting to institute preventative measures, are not enough.

Regretably, in some explosive situations in the past -- thankfully a number of years ago -- the safety of the community is involved, and the police have had to be mobilized and violent situations contained -- but not without bloodshed and widespread damages and disruptions.

It is recognized that represssive measures of control are completely inadequate to the dynamics of our modern society. Self-expression within the limits of decency and within the law must be nurtured; initiatives must be stimulated; innovative approaches towards constructive solutions of ever-changing problems must be evolved.

McNichols: Feb. 17, 1976

The Denver Public Schools and the City government have long cooperated in efforts to promote equality of opportunity for all its residents, including the school-age population of our community. This record goes back for more than 30 years to the days of Superintendent Kenneth Oberholtzer who assigned a Spanish-speaking consultant to work with the Commission on Human Relations, during the late 1940's. The Denver Board of Education participated in subsidizing half of the salary of such liaison staff person.

Today, members of the Denver City Council, city administrators and school personnel, with involved residents, serve on a Schools-City Coordinating Council in efforts to utilize joint facilities and to fund programs of benefit for young people, for the schools, for the City, and for all residents.

The City administration has explicitly authorized and directed the Denver Commission on Community Relations, and its 40+ member staff, to be involved in those issues and matters affecting school-community relations -- to suggest and evolve those kinds of programs and actions as would address real issues -- and hopefully will help in solving some long-festering inequities and inequalities that still plague our yet imperfect society.

These efforts by city personnel are not competitive; there is no intent or hidden purpose to interfere with the functioning of school administrators in carrying out their statutory responsibilities. Rather, in a spirit of cooperation and with the intent of being helpful, city personnel become involved in school-community relations matters in a subordinate, complementary and supplementary role.

McNichols:

Feb. 17, 1976

Linkages between the City administration and the Denver Public Schools have been close and of long standing. During the late 1960's, a staff consultant of the City's Commission on Community Relations served on the Denver Board of Education, and led the struggle for integration of Denver Public Schools. Today, the President of the Denver Board of Education is a member of the Mayor's cabinet. The affairs of the Denver Public Schools are independent and autonomous of the city government, but the linkages and close working relationships between schools and city government exist.

Finally, it must be emphasized that in the oft-times painful processes of desegregating the Denver Public Schools the greatest strengths lie in the essential good will and law-abiding nature of the vast majority of people who live in Denver. The fundamental law of the land as enunciated by the federal courts will be obeyed by the people, even though there may be strenuous efforts put forth to change such laws. Until or unless there is a constitutional change, the people of Denver will follow the law, and the schools and city government will support the people in their obediance to law.

For: The Honorable William H. McNichols, Jr.
MAYOR OF DENVER

By:

Minoru Yasui, Executive Director
Commission on Community Relations
City and County of Denver

WHMcN:MY

Exhibit 10

This exhibit is on file at the U.S. Commission on Civil Rights.

Exhibit 11

DENVER PUBLIC SCHOOLS

	1973-74	1974-75	1975-76
ESEA Title I Part A -- Program for Enriched and Improved Education	$3,435,138	$3,539,715	$3,512,322
ESEA Title I Part A -- Released	378,735		
ESEA Title I Part B -- Senior High School Peer Tutoring			34,000
ESEA Title I Part C -- Summer Programs		166,837	
ESEA Title I Part C -- Diagnostic Center	218,010	103,191	
ESEA Title II -- Library Resources	101,784	104,873	101,784
ESEA Title II -- Special Purpose Grants		63,680	55,000
ESEA Title III -- Early Childhood/Bilingual	28,218		
ESEA Title III -- Mini Grants	(3) 1,759	(1) 750	(5) 7,702
ESEA Title VI -- Severely Educationally Handicapped	27,800	26,403	
ESEA Title VI -- Severe Emotional or Behavior Disorders			183,663
ESEA Title VI -- Instructional Resource Center	20,000		
ESEA Title VI -- Precision Assessment and Learning Project			32,000
ESEA Title VI -- Primary Bicultural/Bilingual	58,092		
Title III -- Drug Abuse Education Act	38,000		
ESAA -- Pilot Grant		328,395	
ESAA -- Basic Grants		579,362	
ESAA -- Special		263,745	
ESAA -- Inservice Center			296,419
ESAA -- Youth Orientation and Motivation			471,981
ESAA -- Hold Youth			406,886
ESAA -- Bilingual Education			729,960
EPDA -- Career Opportunity Program	181,780	97,015	
EPDA -- Bilingual Teacher Training		64,920	
EOA -- National Follow Through	134,238	90,432	
EOA -- Head Start	432,364	492,431	492,023

DENVER PUBLIC SCHOOLS -- Page 2

	1973-74	1974-75	1975-76
HUD -- Incentive Program	51,740		
HUD -- Youth Conservation Corps	14,000		
NDEA Title II		310,000	
NDEA Title III	112,500		
NDEA Title III -- Financial Assistance for Strengthening Instruction			51,000
Indian Education Act		41,296	45,267
Neighborhood Youth Corps	33,944		
Impact Aid	1,621,224	1,678,216	
LEAA		258,118	
Bilingual Education Program (H.B. 1200)		19,500	
Title IV -- Civil Rights Act			75,000
Indochinese Refugee Program			54,600
Adult Education	34,068	38,866	27,291
Vocational Education	670,495	519,095	434,311
School Lunch	1,918,546	2,484,624	2,977,736
TOTALS:	$ 9,521,435	$11,271,465	$ 9,488,945

Exhibit 12

DENVER CHAMBER OF COMMERCE
POLICY STATEMENT
FEDERAL COURT-ORDERED DESEGREGATION OF DENVER PUBLIC SCHOOLS
ADOPTED BY
BOARD OF DIRECTORS
DENVER CHAMBER OF COMMERCE
APRIL 25, 1974

Denver's citizens, particularly those with children of school age, are confronted with court-ordered changes in the educational system which in many ways are a concern for all as well as upsetting for many. These emotions are not limited to any particular ethnic group or groups, but appear to be widespread in the community.

The Board of Directors of the Denver Chamber of Commerce has spent many hours in searching discussions in an effort to determine what role, if any, it should consider as spokesman for the business community of Denver in connection with the question of court-ordered desegregation of Denver Public Schools. The major considerations have been:

1. An abiding and long demonstrated interest in and support of the Denver Public School system;
2. Deep respect for the country's system of jurisprudence, and;
3. Concern for the impact of possible community fragmentation on the school system and on the students.

To better understand the problem, and hopefully to develop some rational perspective of a much litigated issue which has tended frequently to polarize entire communities, the Chamber engaged an independent and professional consultant to study other cities which were already under court-ordered school desegregation plans.

This study revealed that some communities were disrupted and fragmented, and, more importantly, educational processes were severly hampered during the first academic year that court-ordered desegregation plans were in force. In the end, therefore, it was the children who suffered from influences beyond their control. WE DO NOT WANT THAT TO OCCUR IN DENVER, and we believe that the Chamber's capabilities should be directed toward achieving a positive environment for implementing the desegregation plan (or any subsequent revisions by the courts).

This in no way is intended to reflect judgement on the conflicting viewpoints involved. The Chamber believes strongly in the necessity for utilizing existing legal processes in our society, and, without weighing the merits of the recent Denver School Desegregation Order, asks for community deliberation and understanding. We recognize that legal processes sometimes do not appear equitable; however, we submit that there are adequate procedures within our legal system for further hearing and evaluation, if deemed necessary.

Accordingly, the Denver Chamber of Commerce accepts the court's request (as cited in the April 13, 1974 Court Memorandum and Opinion) for our help in those informational and educational programs essential to the plan's implementation. In turn, we offer our services and available resources which might directly or indirectly facilitate and enhance such programs.

Given the importance of the American system of jurisprudence, the orderly conditions which result from community respect for court decisions, the necessity for an educational environment as free as possible from disruption and obstacles, and our conviction that strong community and business support of public education is essential to the development of the city's fundamental strengths, the Denver Chamber of Commerce urges community support for the acceptance and good faith implementation of the United States District Court Order of April 17, 1974.

Exhibit 13

Exhibit No. 13 was an error in numbering the exhibits during the hearing. No exhibit 13 was received.

Exhibit 14

This exhibit was not received in time for publication.

Exhibit 15

This exhibit was not received in time for publication.

Exhibit 16

THE COMMUNITY EDUCATION COUNCIL

2301 South Gaylord Street
753-2889

Denver, Colorado
80210

January 9, 1976

To: C. E. C. Members

From: Maurice B. Mitchell, Chairman

Bilingual-Bicultural Report to the Court - for Approval

Within the bilingual-bicultural program of the Denver Public Schools, the most valuable asset is the zeal of those individual resource teachers and aides who are trying to put into daily practice the ideals of true bilingual education. And there are others, both at the administrative and classroom level, who are enthusiastic and helpful. At the same time, the lack of whole-hearted and evident support of the bilingual program makes it extremely difficult for these enthusiastic individuals to function effectively. Indeed, their efforts are great, and their successes small, if viewed against the backdrop of the difficulties that beset them.

Perhaps the chief difficulty with which the bilingual resource teachers contend is the resource-room model, which is the basis for the bilingual-bicultural effort in the Denver Public Schools. The resource-room model militates against the establishment and maintenance of true bilingual-bicultural education because it limits the bilingual teachers' access to the students whom they are supposed to teach. In order for the resource-room model to be effective, the bilingual resource teachers and aides should be in the classrooms most of the school day, presenting bilingual-bicultural materials in cooperation with the regular classroom teacher and in support of the latter's lesson plan. In fact, however, the classroom teachers do not feel obligated to schedule time for visits by the bilingual resource teachers; they look upon bilingual education as apart from the regular instructional program, perhaps even as being detrimental to it. Bilingual resource teachers say that classroom teachers feel pressured to demonstrate improved math and reading scores among their pupils and regard visits to the classrooms by bilingual resource teachers as taking time away from "subject matter" instruction. Bilingual education is, to many classroom teachers, a frill; a luxury they cannot afford.

For example, at one school the bilingual resource teacher sent out a questionnaire to all the faculty, asking them to indicate the type and extent of bilingual-bicultural units that they wanted: only five out of seventeen teachers responded, and of these, only two requested a unit or lesson. As of November 6, 1975, the same bilingual resource teacher had not yet begun visiting classes for the purpose of presenting bilingual-bicultural units; her goal for the month of November was to visit the classrooms for five minutes each at the outset, with the hope of eventually increasing the duration of her visits to twenty minutes.

If bilingual-bicultural education is to be an integral part of the education offered by the Denver Public Schools, it must become a part of the administrative and teaching framework. As long as the resource teachers are on the fringe of classroom activities, there will not be a significant program across the city. We grant that both bilingual resource teachers and regular classroom teachers are equally committed to excellence in their respective fields, but their individual obligations to discrete rather than integrated programs make them work at cross purposes.

The time that bilingual resource teachers and aides should be spending in the classrooms is spent in the bilingual resource room, preparing instructional materials and cutting and pasting displays for classroom walls, hallways and bulletin boards. Such activity indicates (1) that the resource teachers are performing below their professional capabilities and training, and (2) that instructional and display materials have not been forthcoming from the district. In this regard, the CEC pointed out on the 11th of June, 1975, that "Most of the materials at the secondary level were teachers' personal materials."

In the main, bilingual resource teachers in the Denver program support the bilingual coordinator, but feel that he needs more staff and more administrative support in order to service all the schools in the bilingual-bicultural program. The most pressing need, say the teachers, is for a trained curriculum specialist to assist the coordinator in the identification and dissemination of bilingual-bicultural teaching materials.

Bilingual-Bicultural In-Service Training

Monitors report that bilingual-bicultural in-service training throughout the district is uneven: some teachers feel that they need more in-service training, especially in the areas of program definition and curriculum planning; other teachers have reported excellent in-service training sessions. Such a wide range of opinion is not in itself surprising nor a cause for undue concern; what does concern the Bilingual-Bicultural Committee of the CEC, however is the vehement opposition of an apparent minority of classroom teachers to bilingual-bicultural education generally, and to "in-services" on that subject particularly. Repeatedly the CEC monitors and members have had to explain the objectives of bilingual-bicultural education, even to teachers and staff within the bilingual-bicultural schools. While resistance to bilingual education has apparently eased this school year as compared to last, the ignorance of much of the instructional and administrative staff at all schools as to what bilingual education is supposed to do and whom it is supposed to serve, indicates that the district could do much more to promote acceptance of bilingual education within its own ranks and among the public. For example, principals in bilingual-bicultural schools should know the fundamental aims of bilingual education, and should be able to speak on its behalf; some bilingual resource teachers cite the lack of understanding of bilingual-bicultural education on the part of principals as a major detriment to the success of their programs.

Staffing

Dr. José Cárdenas, in his "Education Plan for the Denver Public Schools," asserts that "Teachers who are members of minority groups have the highest propensity for understanding and responding to the characteristics of minority children." The Bilingual-Bicultural Committee of the CEC agrees and affirms its belief that Hispano teachers should staff the the English-Spanish bilingual-bicultural program because they possess linguistic and cultural backgrounds not held by most DPS teachers. This is not to say that there are not Anglo teachers who are sensitive to the cultural and linguistic heritage of Hispano youngsters; on the contrary, there are Anglo teachers in bilingual-bicultural schools who are confident that they can teach all children, and who want to remain in the program. Yet, the Committee questions whether classes in "survival Spanish" for monolingual-monocultural Anglos really prepare them to teach large numbers of Hispano children. A fundamental question is: are these classes designed for student or teacher survival? Whether or not such courses really prepare or re-train Anglo teachers to teach Hispano or other minority children, and whether or not such teachers are then prepared to reverse the dismal performance of past generations of Anglo teachers are also fundamental questions that the minority communities and the Bilingual-Bicultural Committee of the CEC must ask.

In the end, those Anglo teachers who choose to broaden their skills in order to teach in bilingual-bicultural programs must understand and accept the tenets of bilingual education and commit themselves to it for pedagogical and humanitarian reasons rather than for reasons of "survival" or job security only. To quote again from the Cárdenas "Education Plan," "The institution of a course for the educational improvement of minority children is valueless if the teacher is not trained to teach the course."

Evaluation

Both proponents and opponents of bilingual education must agree on terms and definitions if they are to arrive at a fair appraisal of the methods, objectives and results of bilingual education. A fair appraisal means that the evaluation instrument must fit the subject. If that subject is bilingual education in its most rigorous application, the evaluation instrument must necessarily be equally rigorous. This same instrument would be inappropriate, however, if applied to a bilingual education program that accorded only minimally with accepted definitions of true bilingual education.

If the Denver program is to be assessed fairly, it must be done taking into account the limited access to students that the resource-room model provides; account must also be taken of the peripheral nature of the Denver bilingual program. If the results of this program are less than what one might expect of a fully-integrated bilingual-bicultural program, the intrinsic value of a bilingual education remains nonetheless valid.

Opponents of the limited bilingual education program in Denver should not expect it to eradicate in two or five years what generations of traditional teaching methods have done to damage the prospects for Mexican-American children in this city.

Conclusion

The major problem in monitoring the implementation of the court-ordered bilingual-bicultural program in the Denver Public Schools has been the lack of information at different levels. For example, the Bilingual-Bicultural Committee of the CEC has been unable, since the start of the 1975-76 school year, to properly answer the monitors' questions about what they should be monitoring during their visits to the schools. The CEC, in turn, has had difficulty in obtaining from the school district a comprehensive plan that would (1) set forth specific objectives and guidelines for the bilingual-bicultural program in the Denver Public Schools; (2) spell out the measure and means of the district's compliance with the Court Order; and (3) relate the efforts of the district to the specifics of the Cárdenas Education Plan for the Denver Public Schools as submitted to the Court.

- Submitted by:
Dr. Francisco A. Rios, Chairman
Bilingual-Bicultural Committee
Dr. Sally Geis, Co-Chairperson

Exhibit 17

Author: Personnel, Colorado Department of Education

COLORADO DEPARTMENT OF EDUCATION
BILINGUAL AND BICULTURAL ASSESSMENT CHECKLIST

September 1975

To be used by the school in assessing individual K-12 students who are not able to take full advantage of educational program taught in English.

School ______________________ Grade ____

Student's Name ______________________

Parent or Guardian ______________________

Home Address ______________________

To be filled out by Census Team: (See attachment to cover letter.)

Student Eligibility for Program: Yes ___ No ___

Part I. (To be filled out by the teacher, with assistance as necessary.)

1. Is the student's inability to participate due to limited English language skills? Yes ___ No ___
2. Can these limited English language skills be observed in the student's performance in:
   a. Comprehension Yes ___ No ___ c. Writing Yes ___ No ___
   b. Reading Yes ___ No ___ d. Speaking Yes ___ No ___
3. Does the student speak English conversationally with teachers and peers? Yes ___ No ___
4. Can the student follow a three-step set of directions in English? Yes ___ No ___
5. Can the student tell about himself or herself in English? Yes ___ No ___
6. When English is used, does the student generally use correct sentence structure and terminology in speaking (correct pronouns, verb-subject agreement, etc.)? Yes ___ No ___
7. Is the student's educational skill development below the District mean (average) or student expectancy level in any of the following areas:
   a. Reading Yes ___ No ___ c. Spelling Yes ___ No ___
   b. Arithmetic Yes ___ No ___ d. Language Arts Yes ___ No ___

(See Part II on reverse page.)

over ⇨

Part II. (To be completed by the teacher, with parental assistance.)

8. In the judgment of parents and the District, does the student come from an environment of different customs and traditions, and a background of another language? Yes ___ No ___

Comment: In identifying customs and traditions that reflect another culture, the District may consider the following home life styles; folklore; appreciation for language, history, and heritage of the ethnic group; extended family (aunts, uncles, grandparents, and cousins living in the home); holidays; food; and music.

9. Is a language other than English used by the student or parent? Yes ___ No ___

If the answer to No. 9 is yes, complete questions 10 - 14.
If the answer is no, disregard questions 10 - 14.

10. What is the language used? ______________________________

11. In describing the language ability of the student and parent, place a check opposite the phrase that best describes the student and parent.

a. Non-English speaking	Student ___	Parent ___
b. Speaks mostly the second language and some English	Student ___	Parent ___
c. Speaks the second language and English equally	Student ___	Parent ___
d. Speaks mostly English and some of the second language	Student ___	Parent ___
e. Speaks mostly English	Student ___	Parent ___

12. Is the second language used:

a. In the home by the parents?	Yes ___	No ___
b. In the home by the student?	Yes ___	No ___
c. In a social setting by the parents?	Yes ___	No ___
d. In a social setting by the student?	Yes ___	No ___

13. Can the student follow a three-step set of directions in a second language? Yes ___ No ___

14. Can the student tell about himself or herself in a second language? Yes ___ No ___

Signature of
Classroom Teacher ____________________

Please return to Mr. Barry B. Beal, Room 707, Administration Building, by September 19, 1975. Thank you for your cooperation in this important matter.

Approved:
Roscoe L. Davidson
Walter B. Oliver
Ladell M. Thomas
Albert L. Aguayo

Part III. Student Identification Form for Non-English Speaking Tutorial Program
(This form to be retained by district.)

Section 22-24-119 Bilingual and Bicultural Education Act

Kindergarten Through Grade 12

School ______________________________ Grade ____________

District ____

Student's Name ______________________________________

Birthplace __________________________ Age ____________

1. What language or languages does the student speak?

1. ____________________
2. ____________________
3. ____________________
4. ____________________

a. Can the student read in this language?

		Yes	No
1.	____________________	___	___
2.	____________________	___	___
3.	____________________	___	___
4.	____________________	___	___

b. Can the student write in this language?

1.	____________________	___	___
2.	____________________	___	___
3.	____________________	___	___
4.	____________________	___	___

2. Are there any brothers and sisters in the family? Yes ___ No ___

Do any other children in the family speak, read, or write English? Yes ___ No ___

Please return to Mr. Barry B. Beal, Room 707, Administration Building, by September 19, 1975. Thank you for your cooperation in this important matter.

Approved: Roscoe L. Davidson, Walter B. Oliver, Ladell M. Thomas, Albert L. Aguayo

Exhibit 18

Exhibit No. 18 was an error in numbering the exhibits during the hearing. No exhibit 18 was received.

Exhibit 19

This exhibit is on file at the United States Commission on Civil Rights.

Exhibit 20

A PROPOSAL TO THE DENVER PUBLIC SCHOOLS FROM THE FACULTY OF FAIRMONT ELEMENTARY SCHOOL

The faculty of Fairmont Elementary School proposes a Bicultural Program as an alternative to a Bilingual-Bicultural involvement for our school. Its purpose is two-fold: to provide a greater cultural pride and understanding, and to develop greater competance in the use of linguistic skills. It is our belief that students need not be semi-proficient in two languages. Rather, they need to develop greater proficiency in the language which they daily use, and they need to develop a greater pride in their cultural heritage.

Attached hereto are statements of rationale, goals, methods of implementation, and faculty commitment.

Proposal: The faculty of Fairmont Elementary School proposes a Bi-Cultural Program as an alternative to a Bi-Lingual-Bi-Cultural involvement for our school. Its purpose is two-fold: to provide a greater cultural pride and understanding, and to develop greater competence in the use of linguistic skills. It is our belief that students need not be semi-proficient in two languages Rather, they need to develop greater proficiency in the language which they daily use, and they need to develop a greater pride in their cultural heritage.

Rationale

29.1 % of all children enrolled in the Denver Public Schools are children with Spanish surnames. The drop-out rate in the Denver Public Schools is higher among Chicano children than those of any other ethnic group. The drop-out rate is highest in the area surrounding Fairmont School. It is a responsibility of the Denver Public Schools to find reasons for this higher drop-out rate among Chicanos and to find ways to lower it.

Sociologists state that the Chicanos in Denver are different from the Chicanos in California, Texas, or other southwestern states in that their first language is English and their culture is a mixture of Mexican and Anglo. Unlike the Chicanos in these other southwestern states, the Chicano in Denver is a member of a family which moved to Colorado three or four or even five generations ago. The Chicano in Denver, especially the Chicano in the target area, lives between two cultures. He has lost his direct touch with the Mexican culture. He has adopted many Anglo cultural characteristics, including the English language, but he still maintains many characteristics of his Mexican heritage. For such an individual, cultural identification is elusive. Knowledge of one's role in a complex society is sometimes difficult to achieve. This lack of good self-concept, this lack of inner understanding of his cultural roots and his social destiny is a major reason why Chicano children have the highest percentage of drop-outs.

Another reason for the higher drop-out rate among Chicanos in the Fairmont area is the difference between the language of the community and the language of the school. This difference in language places special requirements upon the school which serves the community. Failure to work on language deficiency is probably one of our most important problems, and a strong additional argument for Fairmont's designation as an alternative School. We have often attempted to attach "reading" without acknowledging the link between fluent language and fluent reading. The language needs of children who speak "functional English" and who come from Spanish-speaking backgrounds are quite specific. These needs should be met by a faculty of "language specialists," people who either speak Spanish or are cognizant of its phoemic and syntactic patterns, and who also can deal easily with all forms of English. Language should be an overriding element in all classes taught at Fairmont.

The final thrust of this proposal is to develop a program in which our students can build improved self-concepts and greater self-awareness. Such a sense of identity can best be fostered in a setting which provides consistency, permanence, acceptance and challenge. Confidence springs from competence and competence is best acquired in such a setting. Some Fairmont students have little first-hand experience of permanence. The mobility figures for Fairmont School reveal that during the current school year 106 children registered and transferred or withdrew between September and January. Our children sometimes lack a sense of belonging to a social unit which meets their real needs. There is often inconsistency between the kinds of standards set in their homes and those expected in the school.

Given such conditions the exciting challenge of teaching and learning often becomes lost in our day-to-day efforts to "cope" and "cover the curriculm."

This challenge - to give the very best that we as teachers can, and to require of our students the excellence of which they are truly capable, is at the heart of any argument against "paired school busing" for Fairmont. Consistency is far more difficult to achieve when two schools are placing possibly differing demands on these youngsters. Permanence, a sense of pride in "belonging," security that comes from being able to meet the same kinds of expectations each day, - all these benefits become more remote. Our young people want to feel "at home" at Fairmont and to take a growing pride in themselves and their school.

It is too late to initiate good self-concept, pride in culture, and proficiency in language at the secondary level; it must be initiated at the elementary level. Fairmont school has an 83% Chicano enrollment. A continuing, pervasive cultural presentation, an academic program rich in opportunities to develop strong language tools, a move toward positive self-awareness and a school-wide solidarity - these are the special needs of Fairmont School's students and their community. It is our strong belief that the proposed bi-cultural program can best serve these needs.

Goals and Methods of Implementation

To prepare ourselves to implement the Alternative Bicultural Program in September, 1975, we as a faculty commit ourselves to the following goals:

1. to develop an awareness of cultural implications in facilitating the learning process
2. to attain a knowledge of Mexican history and southwestern United States history.
3. to attain a knowledge of elements of Mexican culture, e.g., music dance, art, Spanish language patterns.

To implement these goals through these methods:

1. a non-compensated inservice program to help staff members understand, respect and design an instructional environment in which activities and materials related to the Spanish surnamed have been incorporated.
    a. inservice lectures by in-building staff and qualified resource personnel.
    b. active learning inservices (dance, song, language).
2. Creation of a culturally relevant school environment.
    a. "Biographical Walls" - portraits of outstanding people (past and present) from Mexico and the Southwest.
    b. "Art Walls" - repreductions of work by Mexican and Southwestern artists.
    c. Spanish/English labels of objects and areas in the school environment.
3. Writing of units by staff members during Summer, 1975, e.g. the attached first grade unit, to include
    a. specific units on foods, land history and culture of Mexico
    b. school-wide activities to recognize specific days of celebration, e.g. Dia de Independencia (Sept. 16), Dia de los Muertos (Oct. 31), Los Posadas (Dec. 16-24), Dia de la Bandera Mexicana (Feb. 24), Cinco de Mayo (May 5).
4. Development of an extracurricular program to be added to the regular school day, either before of after regulr class periods. These classes would be to expand Spanish language development, and include not only Spanish language, but also music, dance, folk tales and legends. These classes would be held on a volunteer basis only - for children who are interested. Teachers would not be compensated for this time.

but to provide time for inservice training, planning, and preparation of materials, we request that each teacher receive one-half day per week of non-student-contact time.

Exhibit 21

To ALL PRINCIPALS

From Dr. Louis J. Kishkunas

Date May 17, 1974

Subject Staff Inservice

As you know, the Court Order requires that we involve all staff in inservice programs. Some of the preparation relative to the Court Order is necessary before school closes. In addition to the materials and ideas you obtained at our recent administrators' workshop, there are, of course, a number of concerns that need to be dealt with, such as the following:

1) Review with your staff the court ordered plan on preparation for integration (ZB-III) in detail and develop plans for implementation in your school.

2) Staffing

   - Involvement of staff in paired schools
   - The changing composition of pupils in each school

3) Specific changes and the affects on your school

   What specific strategies you will use to deal with these changes

4) Importance of positive communications with pupils and parents that will be affected in any way by this change.

Please send a brief report on the results of your inservice and how you dealt with each item to Evie G. Dennis. Also, please send a copy to the Superintendent's Task Force in care of Walter Oliver, Administration Building. We would appreciate receiving these reports by June 7.

If you need additional time to accomplish the inservice goals you have planned prior to the close of school, you may request one early dismissal day. Please submit such request to the Department of Elementary or Secondary Education providing brief information on the usual early dismissal day request form.

If you have specific questions, you may call Evie Dennis at extension 395.

LJK:vh

Use this sheet to discuss one subject only.

DENVER PUBLIC SCHOOLS
Administrators' Workshop
May 14, 1974

CONCERNS

Central Administration

(Note: The following items are not arranged in any priority order.)

- funds needed for change
- communication center
- quality education vs desired social change
- staff anxieties
- boundaries
- building security
- subjective criteria for teacher transfer
- federal programs (Sp. Ed., E.H., Diagnostic, ESEA, etc.)
- VOE confusion
- mobile classroom
- resource allocation
- new school calendar
- change in enrollment numbers
- student flight to suburbs
- school capacities
- summary and clarification for DPS
- begin classes Wednesday after Labor Day to get 3 planning days
- personnel policies in hiring, promotion, transfer, re-assignment
- city-wide time line
- fear of increased central authority
- administrative transfers wholesale movement
  Will they be implementing someone else's plans?
- allocation of federal funds

Administrators' Workshop
May 14, 1974
CONCERNS - Central Administration

- negotiated agreement regarding inservice
- rumor control
- appointment of a committee to compile and assess successful integrative efforts elsewhere in order to minimize conflicts in DPS
- adequate transportation
- guardianship as it relates to busing
- staggered openings of various schools (12th, 9th)(11th, 8th) (10th, 7th)
- use of KRMA Channel 6 to communicate
- stop procrastination
- school board - central administration communication
- breakfast/lunch programs
- need for fact sheet
- city-wide programs (music, voc. ed., high achievers, cultural arts, Balarat, excursions, etc.)
- IMC centers
- development of leadership

DENVER PUBLIC SCHOOLS
Administrators' Workshop
May 14, 1974

CONCERNS

Certificated

(Note: The following items are not arranged in any priority order.)

- revise, rewrite, and implement program
- staff reduction
- bus schedules - (losing instruction time)
- relieve staff anxieties
- paired schools - discipline
- building security
- curriculum pairing
- adequate time orientation
- orientation - incoming staff
- staff development
- ethnic anxieties (Black, Chicano, wasp)
- inter-school communications
- action-oriented counseling
- evaluation of present programs
- conflict resolution
- bilingual programs
- how to avoid resegregation within the building
- attitude assessment of teachers and students
- joint planning with sending/receiving schools
- planning effective learning

Administrators' Workshop
May 14, 1974
CONCERNS - Certificated

- techniques during bus ride
- utilization of heterogenous life styles and opportunities
- shifting of instructional materials
- flexible grading system
- maximize the creativity left to the local school
- minority shortages
- staggered opening of various schools (12th, 9th) (11th, 8th) (10th, 7th)
- special education student assignment
- development of leadership

DENVER PUBLIC SCHOOLS
Administrators' Workshop
May 14, 1974

CONCERNS

Classified

(Note: The following items are not arranged in any priority order.)

- training - custodial, bus, clerks, secretaries, aides, lunchroom personnel
- extra help for summer work
- dislike of alternate days for pairing
- ethnic considerations in assignment
- compensated for additional work
- increase sensitivity
- minority staff shortages

DENVER PUBLIC SCHOOLS
Administrator's Workshop
May 14, 1974

CONCERNS

Students

(Note: The following items are not arranged in any priority order.)

- Lincoln/Kennedy exchange of anglo pupils
- kindergarten bus service
- reading package
- social welcoming activities
- paired student - bus stragglers
- adequate materials
- rules - Disciplinary and regulations of sending/receiving schools
- double standards
- student orientation
- kindergarten confusion
- integrative objectives
- alleviate student fears
- COOP job placements and programs
- pupil services
- student seminars
- loyalty to old schools and friends
- course offerings
- student placement ability grouping/tracking
- cross-age tutors
- minimize potential drop-out
- student motivation

Administrators' Workshop
May 14, 1974
CONCERNS - Students

- understanding of multi-racial life styles
- 12th and 9th finish at home schools
- extra-curricular and athletic activities
- interest inventories of new students
- transfer of student records
- coordination of group offering to help
- class office - student activities election
- student safety
- ill student transportation
- psychological damages of all ethnic groups

DENVER PUBLIC SCHOOLS
Administrators' Workshop
May 14, 1974

CONCERNS

Parents/Community

(Note: The following items are not arranged in any priority order.)

orientation-school community

- parent resistance
- militant groups (all ethnic groups)
- parent communication
- utilization of parent resources
- parent babysitting rules
- PTA/PTSA involvement
- emergency student transportation
- development of parent into a viable resource
- understanding court order
- inter-neighborhood summer activities

DENVER PUBLIC SCHOOLS
Administrators' Workshop
May 14, 1974

ACTION STRATEGIES

Central Administration

(Note: Action strategies are not in order by priority.)

- submit applications for federal funds
- use of all media (radio, TV, newspaper)
- planned workshop relating to different settings and students
- re-evaluate staff assignments
- information needed now!!
- variable visitation - schedules to accommodate
- reset 74-75 school calendars for effective planning
- active participation in the development of viable resolutions
- contact daily news media to assure consistency, reliability, and to develop support
- review curriculum
- compile and share integration information from Pontiac, Michigan; Charlotte; N. C., Houston, Texas; Memphis, Tennessee, Berkeley, Calif.
- approve 3 days to orient and register students by grades
- alternatives for a teacher who dislikes a specific building
- teacher-teacher visitations now
- involve teachers in student orientation regardless of assignment
- develop and distribute slide/tape presentations which focus on multi-racial resources from a variety of settings
- approve extra planning time prior to 6/7/74
- identify a pool of "capable" teachers to place after school opens
- provide accurate information on ethnic aspects of integration

Administrators' Workshop
May 14, 1974
ACTION STRATEGIES - Central Administration

- fund community newsletter
- use Channel 6 to disseminate information regarding school visitations, orientation, etc. (especially during the summer)
- re-evaluation of class-size and building capacity
- develop a functional bus system-upgrading returning bus drivers
- satelitte garages
- consistency in keeping bus schedule pick-up time
- build bus schedule around school curriculum
- building needs should be developed by teachers, principals, serviced by central administration
- increase the number of bus aides for full coverage on buses
- close circuit TV, music
- late buses for after-school recreation
- reduce regular excursions in order to free buses
- utilize coordinators, nurses, secretaries, social workers, psychologists, special teachers, etc., in preparing the local building school plan
- demonstrate confidence
- compensated inservices
- communicate constantly and consistently to all subordinates using Channel 6, news media, letters, etc.
- assign staff as soon as possible
- expedite the transfered student records
- establish a "hot line" or rumor control
- compile a report on integration for parents in the magazine section of the newspaper
- clarify objectives, identify priorities, and get on with it

DENVER PUBLIC SCHOOLS
Administrators' Workshop
May 14, 1974

ACTION STRATEGIES

Certificated

(Note: Action strategies are not in order by priority.)

- summer inservice
- enrichment activities on bus (planned) art/music appreciation (planned)
- creat a receptive atmosphere
- small group discussions
- personalize efforts (letters, slides, social, etc.)
- 2½ days prior to 6/7/74 for active development of resolutions
- inservice on reading, EH, Sp. Ed., Voc. Ed., diagnositc, etc.
- review curriculum
- re-arrange time schedules for integrated activity programs
- develop and distribute slide/tape presentations which focus on multi-racial resources from a variety of settings
- 3 days for orientation
- involve teachers on orientation regardless of assignment
- articulation meetings between elementary, Jr. high, and Sr. high
- exchange musical and drama groups between paired schools
- set up building time line to implement overall time line
- alternatives for teachers who dislike a specific building
- request extra planning time prior to 6/7/74
- teacher-teacher visitations now
- build bus schedule around school curriculum

- building needs should be developed by teachers, principals, serviced by central administration
- safety (more crossing guards)
- utilize cultural arts program
- reduce number of excursions in order to relieve buses
- buddy system over summer and ongoing in September
- identify area in the school for bus pick up - auditorium, playground, etc.
- no elections until fall
- limited after school recreation - plan activities during day (flexible schedul
- plan for late buses for after school recreation (organize uniform schedule for activities)
- identify a resource person in the building for the information center
- utilize coordinator, nurses, social workers, psychologists, special section teachers, etc., in preparing the local building school plan
- inform parents of general range of abilities within schools
- develop cooperative methods in the classroom
- stress acceptable behavior
- compensated inservices
- stress acceptable behavior
- use techniques such as magic circle, behavior modification, etc., for planned change
- need elementary coordinators
- teacher assignment in response to students' needs
- matching competencies of staff of sending and receiving schools

Administrators' Workshop
May 14, 1974
ACTION STRATEGIES - Certificated

three-day inservice as follows:

Week before Labor Day -	M	T	W	R	F
	Probationary teachers inservice			All teachers	
	Labor Day	7th grade	8th grade	9th grade	All students 1st week in September

DENVER PUBLIC SCHOOLS
Administrators' Workshop
May 14, 1974

ACTION STRATEGIES

Classified

(Note: Action strategies are not in order by priority)

- small group discussions
- personalize efforts on communication (letters, slides, socials, etc.)
- inservice with certificied personnel to develop communication
- three days for orientation
- inservice for bus drivers and aides on the use of tapes, etc., used on buses
- involve an orientation regardless of assignment
- upgrading returning bus drivers
- increase the number of bus aides for coverage on all buses
- bus aides assign seats and take role
- late buses for after-school recreation
- three-day inservice as follows:

Week before Labor Day -	M	T	W	R	F
	Probationary teachers inservice			All teachers	
	Labor Day	7th grade	8th grade	9th grade	All students 1st week in September

DENVER PUBLIC SCHOOLS
Administrators' Workshop
May 14, 1974

ACTION STRATEGIES

Students

(Note: Action strategies are not in order by priority)

- flexible and variable social and academic experience
- include students in problem-solving strategies
- capitilize on student leaders in paired schools
- communication about grades
- small group discussions
- personalize efforts (letters, slides, socials, etc.)
- three days for orientation
- use PTSA document and students to develop school pride
- information for students of course offerings at new school
- develop and distribute slide-tape presentations which focus on multi-racial resources from a variety of settings
- workshop for students on all students on all levels
  - a) special needs for 6th, 9th, 11th
  - b) conflict resolutions
  - c) communication
  - d) ethnic differences

late buses for after-school recreation

three-day inservice as follows:

	M	T	W	R	F
Week before Labor Day –	Probationary teachers inservice			All teachers	
	Labor Day	7th grade	8th grade	9th grade	All students 1st week in September

DENVER PUBLIC SCHOOLS
Administrators' Workshop
May 14, 1974

ACTION STRATEGIES

Parents/Community

(Note: Action strategies are not in order by priority)

- school/parents activities now (visitations, visability demonstrations, etc.)
- communication about grades
- small group discussion
- inter-neighborhood planned activities during the summer to visit new schools - plan socials
- inform parents about course offerings of new schools
- develop and distribute slide/tape presentations which focus on multi-racial resources from a variety of settings
- community newsletter
- involve parents at school
- late buses for after-school recreation
- three-day inservice as follows:

Week before Labor day - M T W R F

Probationary teachers inservice | All teachers

Labor Day | 7th grade | 8th grade | 9th grade | All students 1st week in September

Denver Public Schools
Department of the Budget
May 6, 1974 (Revised July 2, 1974)

ESTIMATED COST FOR CALENDAR YEAR 1975 OF IMPLEMENTING COURT ORDERS

	Direct Salary Costs			
	Teachers	Aides	Specialists	Transportation Personnel
Division of Education				
Elementary Education				
Reading Packages	$	$	$	$
Bilingual-Bicultural	150,438	14,947	10,000	
Pupil Assistance				
Elementary School Pairing	22,058	284,731		
Secondary Education				
Bilingual-Bicultural				
Rescheduling Secondary Schools				
Industrial Education				
Division of General Administration				
Preparation of Staff, Parents and Pupils for Integration	61,500			
Security		283,036		
Division of School and Business Services				
Transportation				1,300,949
Material Control				
Food Services		6,300		
Controller				
Division of Facility Planning and Engineering				
No added costs contemplated that are not included with costs for other Divisions				
Total Estimated Cost	$ 233,996	$ 589,014	$ 10,000	$ 1,300,949

* Includes $972,798 lease purchase of buses.

(continued)

Denver Public Schools
Department of the Budget
May 6, 1974 (Revised July 2, 1974)

(continued)

ESTIMATED COST IN REMAINDER OF 1974 OF IMPLEMENTING COURT ORDERS

Other Salaries	Inservice	Materials Supplies	Other Costs	Equipment	Buildings Sites	Total
$	$ 18,250	$ 122,526	$	$	$	$ 140,776
19,051	11,001	9,346	10,805	5,618		132,796
	20,000					20,000
	70,680	11,040	1,850			218,364
	1,096	2,740				3,836
18,225						30,038
				150,000	200,000	350,000
7,000	399,600	30,000	1,800	15,000		513,700
19,996	1,925			13,022		159,164
7,500		45,084	141,585 *	72,980	360,660	1,278,284
12,401		10,000		6,000		28,401
4,520		3,000				10,285
5,042						5,042
$ 93,735	$ 522,552	$ 233,736	$156,040	$262,620	$ 560,660	$ 2,890,706

Exhibit 22

This exhibit was not received in time for publication.

Exhibit 23

DENVER PUBLIC SCHOOLS
INTERDEPARTMENTAL COMMUNICATION

To ALL PRINCIPALS

From Task Force

Date May 24, 1974

Subject Some Suggestions for Principals with New Assignments

This communication is being sent to you as a reminder of some essentials we feel you should accomplish in your new assignment by the end of the current school year.

By June 7 you should

- meet with the principal and administrative staff members of the school of your new assignment for general orientation;
- meet with various community leaders, parent groups, and the like in your new school community;
- where applicable, meet with the principal(s) of "sending" elementary schools to the school of your new assignment;
- where applicable, meet with the principal(s) of "sending" junior high schools to the school of your new assignment;
- where applicable, meet with the principal(s) of "sending" high schools to the school of your new assignment;
- where applicable, each principal should contact any newly assigned assistant principal to his/her building and arrange a conference to discuss the assignment and set up a time line of tasks to be accomplished;
- when possible, meet with students you will be receiving in the school of your new assignment.

If this is your first assignment as a school principal, you should call the Department of Elementary/Secondary Education for an appointment to meet with members of that department for a follow-up orientation session.

In August when you report to your new assignment, you should schedule meetings with parent groups, community groups and leaders in your school community and the like as soon as possible.

In the fall it may be necessary for you to meet with the principal(s) of receiving schools (where applicable) from the school of your new assignment.

TF/ssp

DENVER PUBLIC SCHOOLS
INTERDEPARTMENTAL COMMUNICATION

To PRINCIPALS

From Task Force

Date May 28, 1974

Subject Checklist of Activities to be Accomplished by Each Principal to Implement Court Order in Preparation of Opening School This Fall, September 1974

Attached is a checklist of activities and tasks developed through the assistance of principals and other personnel assigned to special task force activities.

This form is to be completed and returned in duplicate on the dates indicated--one copy each to the Executive Director of Elementary or Secondary Education and to Evie Dennis.

If there is some reason why a task cannot be or has not been accomplished, please indicate reasons. (What more do you need in order to accomplish the task?) When we receive your report, we will review and make every effort to supply you with whatever additional assistance is necessary.

Your immediate attention to this task is imperative. Please return as indicated before June 14, 1974.

TF/ssp
attachment

DENVER PUBLIC SCHOOLS
Division of Education
Department of Secondary Education

GENERAL AREAS FOR PRINCIPALS TO CONSIDER TO PROVIDE FOR IMPLEMENTATION OF THE COURT ORDER IN SECONDARY SCHOOLS

The following items are all included on the check list in chronological order. This listing is provided to group the many activities into general areas so that you can gain an additional perspective on the matter.

These are not designed to be all inclusive. Instead, they are intended to be basic and to provoke thought as to additional things which can be done to make the total process most meaningful in individual secondary schools.

Status of Task (in progress, completed, et

Bus
- cards for students
- routes
- uniform basic rules agreed t by secondary school principals
- meetings of principal and drivers

Inservice and/or Workshops
- Principals
- Teachers
- Other building personnel

Instructional materials supplies and books
- textbooks
- software (non-print media)
- equipment

Orientation of parents and community
- information center in each building
- handbook for parents

Status of Task (in progress, completed, etc.)

Orientation of students and staff

- Spring activities - meeting students in their present buildings
- exchanging counseling information
- exchanging instructional program information
- social activities to promote orientation

Safety

- emergency procedures
- crossing guards, warning lights, etc.
- emergency posters and drills

Security

- number of security specialists
- building plans for security
- alarm systems

Student leadership

- camps
- extending training to other students by camp participants
- camp participants assist with building orientation
- campaigns and elections of all-school student officers

Staffing

- selection of student advisors
- selection of special teacher needs
  - a) coaching
  - b) class sponsors
  - c) Pep Club sponsors
  - d) cheer leader sponsors

DENVER PUBLIC SCHOOLS
Division of Education
Department of Pupil Services
Office of Guidance Services

TO: Principals
Assistant Principals for Pupil Services

FROM: Darold T. Bobier

DATE: June 5, 1974

SUBJECT: Orientation Programs in Secondary Schools

Mr. Jack Beardshear visited each of the secondary schools to gather information about orientation activities for incoming pupils. Enclosed is a summary report of some of his findings and recommendations concerning his meetings with principals, assistant principals for pupil services, and counselors.

DTB:eb
Information Copies:
Mr. Ladell M. Thomas
Mrs. Evie Dennis
Mr. Walter B. Oliver
Mr. Robert L. Conklin
Mr. Jack T. Pottle
Dr. Roscoe L. Davidson
Dr. James M. O'Hara

DENVER PUBLIC SCHOOLS
Division of Education
Department of Pupil Services
Office of Guidance Services

Secondary School Orientation

Every junior high school and every senior high school in the Denver Public School system has developed some sort of orientation program over the years to accommodate incoming seventh or tenth graders. In most cases, feeder schools were identified by geography; attendance patterns were more or less traditional. The receiving schools normally provided for visitations of incoming students in the spring or in the early fall. The purpose of the visitation was to acquaint new pupils with the physical plant, with the administrative staff, with the customs and traditions of the new school. Many schools have developed slide shows. In most cases, such an orientation program was quite adequate for the purposes of the receiving school.

Customarily, administrative staff members and counselors from receiving schools visited feeder schools to explain course offerings to parents and teachers. The programming of pupils was normally done at the sending school; articulation between schools was constant and of mutual benefit.

Some schools, outside the geographical tradition, have developed emergency strategies which may be helpful to all of us presently caught up in similar circumstances. One junior high school, for example, developed a very thoughtful plan which isolated the newcomers for a half-day in order to devote the energies of the total staff to their well-being. Seventh graders learned to work lock combinations, they met their teachers by going through an abbreviated schedule, they socialized with upper class student leaders, and they had a gratuitous lunch. Parents were encouraged to accompany their children. Opening day impaction was absent; intimidation by older children was absent. Teachers who normally did not teach seventh graders and the counseling staff helped them to fill out registration cards, answered their questions, befriended them. Such an obviously workable stratagem needed special administrative support, but the dividends were so rewarding that most of the schools are now asking for similar programs, not only for incoming seventh or tenth graders, but for all grade levels, since there will be many pupils throughout the district dislocated by the court decree.

Thus, we see that breaking down student populations into manageable groups, even though it is for a short period of time, gives the initiative to the school and lends it the opportunity to be outgoing, concerned, and receptive.

Total involvement of total staff is imperative. In order to bring it off, everybody -- administrators, custodians, teachers, counselors, lunchroom workers, clerks -- everybody has to be visibly involved. Such a program allows each staff member to play the role of the pastoral, compassionate, professional Mr. Chips that attracted us to the education field in the first place. We can be true disciplinarians we can win disciples.

Those schools that have been arenas for social change have discovered some significant things:

- Double standards are wretched for all concerned. Reasonable standards of behavior, attendance, dress, and the like for all pupils are supportable. Deviations can then be dealt with. (Fear, patronizing attitudes, over-reaction, racial ambivalence -- any number of things can conspire to make us overlook outrageous behavior. We mustn't. We must adhere to a reasonable standard, one and all.)

- There are critical areas in every school where structure is lacking -- the playgrounds, the gyms, the lunchrooms, and the halls. Each faculty must support a common commitment to supervise such areas, for they are very critical, indeed. Laissez-faire is a dangerous concept when it comes to allowing pupils to choose their seat-mates, their lunch lines and table arrangements, their gym teams. Out of insecurity, pupils tend to polarize themselves along racial lines. Then they draw up boundary lines. Physical contact games should be avoided.

- Parents should be recruited actively and unashamedly to be present in the building in the first critical weeks. Their presence is a sort of testimony. They should see what the school is trying to do. They can dispel unfounded rumor; they should be involved in the common enterprise, but their roles must be properly delineated lest they overwhelm.

- Communication is troublesome. A telephone network should be developed with parents or teachers, or a combination of both agreeing to make so many "welcome wagon" calls. A rumor clinic is a helpful device if there are "troubles". An information booth manned by students is a good thing. A monthly newsletter mailed to the homes will inform parents of school events, serve as a vehicle for profiles of teachers and pupils, afford the principal the means of expounding school philosophy and correcting wrong impressions. Pupils seldom tell parents the positive things that go on daily in a school.

- In social situations and other informal gatherings, pupils normally seek out their own friends. This is natural; the school authorities exercise no jurisdiction in the matter. However, the total school staff must be careful that social groups do not stake out territories in the building or on the grounds which then become uncomfortable for others to use, and the only way this can be assured is by vigilant supervision. As individuals, teachers in the classroom and counselors working with small groups, can do a great deal to make the desegregation order a success, for it is there that the concept of equal educational opportunity is brought into its brightest focus.

- All school staff members must be discrete in their choices of words. Each day it becomes more difficult to communicate ideas without using words that some consider derogatory or condescending. For want of time, a "do-don't" list could be developed for those who may be unaware of the sensitivities of some pupils.

- Communication between sending and receiving schools is vital. Status positions achieved by pupils at one school should be assured at another school.

A leader at school A is a potential leader at school B. One high school has developed a form to be filled out by all teachers describing the special interests, talents, etc., of pupils subject to transfer under the court decree. These forms can then be sent to the receiving school In addition, this school is in the process of developing a letter to be sent to the homes of all new pupils informing parents of their registration, the course of studies they have elected to pursue, the name of the counselor, and any other items of information that might be of some comfort to the parents.

June 1974

DENVER PUBLIC SCHOOLS
Division of Education

To: ALL PRINCIPALS

Date: August 28, 1974

Subject: Suggestions for Handling Problems Regarding Proper Registration

As a result of Court ordered desegregation you should review with your staff and others who may be assisting you the following items:

1. We suggest the privilege of eating lunch at school be limited to those enrolled at the school. Parents and others not enrolled are to be considered as visitors and as a general policy requests to eat at the school cannot be accommodated without prior notification.
2. Please follow previously developed and approved procedures in cases of disruptions of any kind.
3. You should probably reserve an area in your building where groups can assemble to discuss with you or your designee their concerns.
4. Requests for information from the news media should be referred to Principal or his designee.
5. Don't permit students to attend classes if they have not been officially enrolled in your school. However, make every effort to determine the proper school assignment and communicate this to the parent and pupil if the pupil is not eligible to enroll at your school.
6. Double check your plans to make sure you have provided for the possibility of late arrival of buses.
7. If you are unable to resolve a conflict situation, call the Office of Elementary or Secondary Education for further advice or assistance. We will need to relay on your best judgment regarding steps to take.
8. It is important that you establish contact with District police officers in your area for common understanding of procedures to be followed should it be necessary to call for assistance. (This should be a last resort).

WBO:dj
cc: Dr. Roscoe L. Davidson
Mr. Carle E. Stenmark
Dr. Louis J. Kishkunas

DENVER PUBLIC SCHOOLS

STUDENT ORIENTATION, PARENT ORIENTATION FOR OPENING OF SCHOOL
AND FIRST AND SECOND SEMESTER OF 1974-1975 SCHOOL YEAR

School AVERAGE (Pupil Membership 450) (Paired School - 16 teachers)

Principal's Signature ______________________

Need to be met - very brief, specific	Resources needed; people involved; description of activity	Dates to be accomplished
Special letter of welcome and general information to all parents from Principal	Postage	by Aug. 23, 1974
Newsletters (Monthly)		Monthly
Open House (evenings)	DPS transportation for parents Hourly pay for 7 teachers x 2 hrs x $5.70=	prior to Aug. 30,197
Principal/Parent informal information sessions	DPS transportation for parents	monthly during school year
Implementation of Information Center	Utilizing a parent to assist with informational telephone calls and direct contacts with parents coming to building	During period Aug. 19 to Sept. 6, 1974
Paired School faculties "Pot Luck Lunch"	Followed by grade level planning sessions-assignments, schedules, pupil selection	by Aug. 2[illegible], 1974
Instructional Articulation Meeting with grade level representatives once per month	Half Day release with substitute teacher 7 x $33.12 x 8 months =	October - May
Joint Faculty meetings once per grading period	After school yours	each grading period
Joint Faculty planning sessions - half day each semester	2 -- Early Dismissal Days	once each semester

DENVER PUBLIC SCHOOLS

STUDENT ORIENTATION, PARENT ORIENTATION FOR OPENING OF SCHOOL
AND FIRST AND SECOND SEMESTER OF 1974-1975 SCHOOL YEAR

School AVERAGE (Pupil membership 450) (Paired School - 16 teachers)

Principal's Signature ______________________________

Need to be met - very brief, specific	Resources needed; people involved; description of activity	Dates to be accomplished
Monthly Open House for parents different instructional emphasis each month - using teachers and coordinators for demonstrations and informal discussion with parents	Teachers - Coordinators	Monthly
Pupil Orientation -- Grades 4, 5, 6	Special activity exchange on monthly basis from months, September through May for upper grade pupils to be shared between paired schools . student government . drama activities . physical education activities . musical activities . Book Clubs . Science Clubs . informal social activities	planned for monthly exchange

Enrollment	10/2/70	2/17/76
Total District	96,088	(−) 74,637
Spanish	21,182	(−) 20,624
Black	14,072	(+) 14,543
Anglo (62.1%)	59,716	(−) (51%) 38,010
Total Loss	21,451	
Anglo Loss	21,706	

Exhibit 24

800

		Gilpin	Johnson
WORD KNOWLEDGE	'72	51	30
1	75	- 64	- 37
TOTAL READING	72	54	28
2	75	- 67	- 35
SPELLING	72	47	22
3	75	40	15
READING COMPREHENSION	72	42	34
4	75	- 62	26
LANGUAGE	72	49	25
5	75	47	- 31
MATH COMPUTATION	72	49	40
6	75	- 64	- 52
MATH CONCEPTS	72	58	41
7	75	- 61	- 42
MATH PROB. SOLVING	72	50	38
8	75	- 60	35
TOTAL MATH	72	53	35
9	75	- 59	- 44

18 MINORITY	BELOW NAT.	AT /ABOVE
Reading (1972)	77.7%	22.3%
(1975)	81.4%	18.6%
	+3.7%	-3.7%
Language (1972)	78.2%	21.8%
(1975)	80.2%	19.8%
	+2.0%	-2.0%
Math (1972)	77.6%	22.4%
(1975)	82.3%	17.7%
Computation	+4.7%	-4.7%

19MAJORITY		BELOW NAT.	AT/ABOVE
Reading	(1972)	41.4%	58.6%
	(1975)	40.6%	59.4%
		−0.8%	+0.8%
Language	(1972)	43.8%	56.2%
	(1975)	51.9%	48.1%
		+8.1%	−8.1%
Math	(1972)	52.3%	47.7%
	(1975)	56.1%	43.9%
Computation		+3.8%	−3.8%

Exhibit 25

This exhibit is on file at the United States Commission on Civil Rights.

Exhibit 26

4622 East 19 Avenue
Denver, Colorado 80220
April 21, 1971

The President
The White House
Washington, D. C. 20500

Dear Mr. President:

The following complaint has been submitted to Mr. Stan Pottinger, Director, Office of Civil Rights.

Your attention regarding this matter would be of utmost importance to the Chicano students and community of Denver, Colorado.

We, the undersigned, are filing a complaint against the Denver Public Schools, Denver, Colorado, for noncompliance of equal educational opportunities for the Chicano child. We charge the Denver Public Schools with the following:

1. Discriminatory practices in employment and promotion of Spanish surnamed persons from certificated to classified personnel.
2. Lack of concerted and coordinated effort to teach an objective history of the Chicano in the Southwest to all students.
3. Lack of proper inservice and preservice instruction to all school personnel to provide them with the skills and insight for understanding and developing the Chicano child to his full potential.
4. A continued de-emphasis of the teaching of the Spanish language.
5. Continued placement of Chicano children in Special Education (EMR) classes because of improper diagnosis.
6. Inadequate preventive methods related to the high dropout rate among Chicano students.
7. Inadequate school facilities in areas of high concentration of Chicano families.
8. Failure to meet the needs of the non-English speaking Chicano students.

In the past, several organizations and individuals have submitted reports and recommendations to the Denver School Board that would improve the quality of education as it relates to the Chicano student. Very little implementation has come from these recommendations.

The President
Page 2
April 21, 1971

The following reports included recommendations that would have benefited the Chicano students:

1964	Report and Recommendations to the Board of Education, School District Number One, Denver, Colorado by A Special Study Committee on Equality of Educational Opportunity in the Denver Public Schools, March 1, 1964
1967	Final Report and Recommendations by the Advisory Council on Equality of Educational Opportunity in the Denver Public Schools
1968	Report on Workshop to Develop Human Resources Among Mexican American Teachers in the Denver Metropolitan Area
1969	Congress of Hispanic Educators Report for Quality Education
1970	Recommendations submitted by the Hispano Lay and Staff Advisory Committees

We, therefore, request an immediate investigation of the Denver Public Schools because of the above complaints.

Any correspondence should be directed to:

The Congress of Hispanic Educators
Robert Pena, President
4622 East 19 Avenue
Denver, Colorado 80220

We, the undersigned, are in agreement with the above complaint.

cc: Mr. Elliot L. Richardson

Thomas P. Martinez (WSA Council Chairman)
[illegible], Chairman [illegible] Robert Pena
Congress of Hispanic Educators
Jerry Garcia Denver Inner City Parish
Bill Lopez Metro Y.M.C.A. & Rep to West Side Coalition
Anna Flores Aurora Community Center
[illegible] National Welfare Rights Org.
Westside Action Ministry
G. D. Forma
[illegible] Skyline
[illegible] President Westside Improvement Assoc.
St Joseph's Parish Council
[illegible]
[illegible] Corp
[illegible] Platte Valley Action [illegible]
Carol S. Chavez St Vail Del Norte [illegible]

Exhibit 27

Progress Report

BLACK EDUCATION ADVISORY COMMITTEE

1974

DENVER PUBLIC SCHOOLS
DENVER, COLORADO

DENVER PUBLIC SCHOOLS

BOARD OF EDUCATION

1973-1974

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James C. Perrill, *Vice-President*
Omar D. Blair
Robert L. Crider
Theodore J. Hackworth, Jr.
Katherine W. Schomp
Bernard Valdez

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Charles E. Armstrong, *Assistant Superintendent*
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Roscoe L. Davidson, *Assistant Superintendent*
Carle E. Stenmark, *Assistant Superintendent*

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*Lt. Col. Robert Ashby, Cochairman
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*Mr. C. Columbus Johnson
Mr. Harold Johnson
*Col. Hubert Jones
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Mrs. Gladys Mills
*Mrs. Gwendolyn Oakes
Mr. Sebastian Owens
*Mr. Robert Patton, Chairman
Mrs. Loretta Rhym
*Mr. William Richardson
*Mrs. Jennie Rucker
*Mr. Robert Shelton
*Mr. Robert Shoates
Mrs. Bess Turner
Mr. Earl West

*Presently serving on Committee

The Black Education Advisory Committee was established September 17, 1971, to assist the Board of Education and the school administration in improving educational opportunities for all children in the Denver Public Schools and for Black children in particular.

The Committee, appointed by the Board of Education, has a membership of twenty-one persons:

14 lay persons (community volunteers)

7 professional educators of the Denver Public Schools, including the staff coordinator of this committee, the Community Specialist

The Committee members:

- meet twice monthly on the first and third Wednesday nights
- spent 3,878 direct man-hours performing their duties in 1971-1972
- spent approximately 3,000 man-hours in 1972-1973

This involved:

- regular meetings
- meetings with the Board of Education
- visiting schools
- speaking engagements
- special invitations
- assisting during crises situations in some schools
- special meetings with citizens of the community
- acting as consultants at various inservice workshops

ACCOMPLISHMENTS

The Committee has worked diligently to bring about an awareness of unsatisfactory conditions in the schools and to make suggestions for the improvement of the learning environment for all children in the Denver Public Schools. As a result of these suggestions, some of the following things have been done:

- established Martin Luther King, Jr. Week in the Denver Public Schools
- promoted staff development programs, such as at East High School
- brought about withdrawal of questioned instructional materials
- caused 1960 homework policy to be updated
- specified building improvements at Stedman and Wyatt
- reinstated full-time nursing service at Gove and Morey Jr. High Schools
- supported the promotion of Black Awareness Month
- recommended the utilization in the schools of the materials assembled for Black Awareness Month
- worked at easing tensions and improving climates at Byers, Cole, Place, Hamilton, Kunsmiller, East, Manual, Stedman (desegregation plans), and Philips
- Listened to numerous groups and conveyed their concerns to proper sources
- reinstated the Driver Education Program
- supported the appointment of the present Executive Director of Elementary Education

The first recommendations made to the Board of Education in June, 1972, plus the present status of these recommendations are here presented.

1.0 Curriculum

1.1 *Recommendation*
That a comprehensive program (K-12) must be offered for all students, focusing on awareness to the American experience, including all ethnic groups, making use of objective and accurate multi-ethnic materials in all classes or subjects where appropriate.

Present status of recommendation
Curriculum committees and textbook adoption committees have been instructed to recommend for approval the best multi-ethnic materials available. Elective courses in Black history and culture will be strengthened. The staff will undertake a program through the Office of Curriculum Development to improve the use of existing resources and materials.

1.2 *Recommendation*
That any textbook that does not correctly portray the role and contribution of Blacks in America to the total development of the United States and the State of Colorado be disapproved for use in the Denver Public Schools.

That textbooks in American History and civil government include and adequately stress contributions of all ethnic groups to the development and growth of America as a great nation and, specifically, their "contributions to art, music, education, medicine, literature, science, politics and government, and the war service in all wars in this nation."

That a subcommittee of teachers, parents, and students be formed in each school to assess school library books and to list those which reflect inaccurate Black stereotypes. The committee recommends that these books be removed from the library and turned over to classroom teachers for use as examples of books which depict inaccurate images of Black people.

Present status of recommendation
To the extent that there are undesirable materials, if called to the attention of Central Administration, it will be removed. It is not the plan of Central Administration to implement the recommendation listed in paragraph three relating to the establishment of a subcommittee in each school to assess library books. An ongoing committee, called the Committee to Review Questionable Materials, is in existence for this purpose.

1.3 *Recommendation*
That DPS Administration take all necessary steps and procedures to make it perfectly clear to all school librarians and teachers that books are to be used, and that more emphasis be put on the number

of books used rather than the number not lost.

Present status of recommendation
As a result of a survey regarding use of libraries, the Department of Education will be working with schools to make certain that a uniform system for library privileges is in operation.

1.4 *Recommendation*
That continuous inservice training for teachers be provided as a means of increasing their knowledge of Black History, improving attitudes toward all Black students, and improving teaching techniques. Faculty meetings should be so structured as to provide for inservice training not only in human relations, but also in new and innovative ideas, teaching skills and provide for professional growth of teachers involved. Workshops should be planned and conducted periodically utilizing experts in the many areas of education and qualified resource people within the Denver Public Schools system itself.

Present status of recommendation
Both compensated and voluntary city-wide and building inservice programs will continue to be offered. Additional funds are included in the 1973 budget for staff development activities related to working effectively with minority group children. Central administration will urge principals and staffs to make use of these funds.

1.5 *Recommendation*

That all educational materials be reviewed periodically so that distortions, derogatory statements, and untruths can be eliminated and that a detailed report be submitted to the Board of Education regularly.

Present status of recommendation

Textbooks, instructional films, and other materials are reviewed periodically by curriculum committees, librarians, teachers, and others. Materials which are found to contain distortions and derogatory statements are deleted from the approved list.

1.6 *Recommendation*

That the Division of Education conduct supervisory visits to schools throughout the district to see if the Black studies requirements are being met. Schools should be required to submit an annual report outlining steps taken to meet these requirements.

That a definite commitment to incorporate Black History into American History classes be made by the Central Administration. That Black literature and Black History be offered at all junior and senior high schools in the district. Until history books are rewritten to truly reflect the roles played by all ethnic groups in the building of this nation - the committee recommends that Black History be given American History credit and Black literature be given credit toward graduation at both junior and senior high school levels, and that the Central Administrative Staff be directed to investigate state and North Central requirements involving this change.

Present status of recommendation
All assistant principals for Instructional Services, with full knowledge of each secondary school principal, will compile and submit a written report outlining steps taken to fully utilize and disseminate Black studies information and material in their respective buildings.

Note: Committee requests that this be done by all elementary schools also.

Committee to integrate minority history into American history is to be formed.

1.7 *Recommendation*
That tested programs designed to improve reading and writing skills be implemented in all schools where reading and reading comprehension and writing problems exist. That evaluation and results of these tests be given to the schools no later than the ninth week of school.

Present status of recommendation
Additional funds have been budgeted to provide for expansion of the reading package programs into the remaining elementary schools that do not have them, as well as some secondary schools.

1.8 *Recommendation*
That a closer look at Special Education and educationally handicapped programs be taken and the level of the student's

achievement in Special Education be monitored on a regular and frequent basis with the maximum time never to exceed two years.

Present status of recommendation
It is agreed that there is a need to closely monitor the achievement of pupils in all special education programs. A child can be released from the program - he is not there forever - it is not a terminal program. Efforts are being made to strengthen the program.

1.9 *Recommendation*
That Denver Public Schools establish a pre-program and/or kindergarten reading program. That English be taught as a second language not only for students from homes where a foreign language is spoken, but also for children who understand a "street" language but who are often unable to understand standard English (K-12). That at least a half day each week should be devoted to concentrated efforts in communication skills.

Present status of recommendation
Under Title I of ESEA, a special language program is being developed known as HELP (Home Education Language Program) which will be available to 32 schools.

1.10 *Recommendation*
That an evaluation of special programs (such as remedial reading, social studies, math, and science) be carried out on an annual basis.

Present status of recommendation
Evaluations of special programs are carried out on an annual basis as a condition for receiving continued funding or for receiving approval to continue these special programs. Modest increases in funds for testing and evaluation have been budgeted.

1.11 *Recommendation*
That remedial reading programs be expanded through high school as necessary. That secondary teachers with a strong background and interest in reading be trained to teach remedial reading and available trained elementary school teachers be utilized where needed at the junior and senior high levels to help students who are two or more reading levels behind. Local college students should, when qualified and interested, be used as tutors on a one-to-one basis. Cooperative agreements between Denver Public Schools and local institutions of higher learning could be arranged to the satisfaction of both students and tutors.

Present status of recommendation
Funds included in the budget for staff development and increased funds now available for materials and equipment will make it possible to give additional attention to this important recommendation.

1.12 *Recommendation*
That the curriculum be designed to prepare Black youngsters to compete and function in the future world of science, business computers, and new fields of technology. There is a need for a specialized educa-

tional center. Regardless of the field of endeavor a student chooses, we believe the preparation should begin at the junior high school level.

Present status of recommendation
Career education awareness through programs for excellence is being developed at the elementary level. World of work programs, motivational programs, etc. are being developed. Plans call for the opening of the Career Educational Center.

1.13 *Recommendation*
That Denver Public Schools expand and develop more programs to accommodate all of the disadvantaged and potential dropout students with marketable skills. We believe this can best be accomplished by first identifying this type of student beginning at the elementary level and secondly exposing the student to the latest in office machines and equipment, industrial tools, and material handling equipment. Continued efforts should be made to involve private industry in the day-to-day instruction and on-the-job work experience. The goal here is to equip a youngster with a skill that will allow him to enter the workforce as a trained employee capable of earning a living and becoming a productive individual in society.

Present status of recommendation
This recommendation is being given a great deal of attention, and the need it speaks to has been recognized and concentrated on for some time.

1.14 *Recommendation*

We recommend that Black counselors, who are both qualified and sensitive to the problems and needs of Black students, be placed in all junior high schools to assist students in preparing their curriculum, making certain that they are aware of the prerequisites and required subjects for any given field. Schedules should be designed to cover the junior and senior high years as soon as a career field is chosen. This decision should be a joint effort on the part of the student, parent, and counselor.

Present status of recommendation

There is a need - but supply of certified counselors is low. (Only 3 Black counselors are not placed.) In order to move counselors, there must be an opening.

1.15 *Recommendation*

The Department of Elementary Education should be directed to involve those elementary schools feeding into the same junior high school in the Cultural Arts Program simultaneously, thus providing another way of having children become better acquainted with each other before arriving at their given junior high schools in the fall.

Present status of recommendation

Dependent upon Supreme Court decision. Schools will be encouraged to participate in the programs.

1.16 *Recommendation*
That more students from Denver area colleges, parents, and retired people (especially retired teachers) be used as aides and tutors in the school system.

Present status of recommendation
The Offices of Paraprofessional Services and Volunteer Services are in contact with many individuals and agencies and are attempting to interpret the needs of the schools and to encourage the utilization of personnel or services.

1.17 *Recommendation*
That volunteers be used and students trained to help in the area of health services where needed.

Present status of recommendation
This recommendation has been incorporated into department procedures in the past and has been re-emphasized in current practice. Five paraprofessionals are presently assigned.

1.18 *Recommendation*
That a careful study of the educational opportunities for pregnant girls be made by Denver Public Schools and the findings therefrom be instituted to upgrade and expand the program.

Present status of recommendation
A great deal of progress has been made in recognizing and attempting to serve the needs of pregnant girls in the Denver Public Schools. This program will be continued.

2.0 Personnel

2.1 *Recommendation*

The committee has noticed a great need for inservice training of school staffs in the area of human relations. We find that Article 8-1-1 of the agreement between the Board of Education and the Denver Classroom Teachers Association limits the attendance at inservice sessions of all kinds to either compensated time or voluntary attendance.

Present status of recommendation

Every effort is being made to hold inservice sessions where the need is indicated. Funds for staff development have been allocated.

2.2 *Recommendation*

There is in evidence, as we see it, a very unprofessional attitude on the part of some of the staff. Those people who exhibit the most unprofessional and generally insensitive attitudes toward children are those who do not "volunteer" to participate in inservice training of any kind.

2.3 *Recommendation*

We have discovered that there is no effective policy on evaluation or dismissal of the tenure person who does not relate well with children. It seems that the most generally used remedy for this kind of problem is the administrative transfer. We believe that this is not an acceptable or true solution to the problem since simply moving the individual from one group of children

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to another will not solve that individual's problem.

We believe it bears repeating that our only concern is with and in the education of youngsters in Denver. Although our main thrust is in the education of Black children, we are also interested in the education of all children. It is vital that all personnel exhibit a better understanding and mutual respect of all children.

The problems alluded to above are of a very complex nature and we are concerned with

- staff evaluation as it is presently being done, and
- inservice training of the teaching and administrative staff and all supportive personnel in the district.

Present status of recommendations 2.2 & 2.3
The intent of these recommendations has been conveyed to local buildings through the Division of Education. It is hopeful and likely that the new appraisal procedure, when fully implemented, may provide a supportable basis for correction or dismissal of unsuitable tenure teachers.

2.4 *Recommendation*
That all teachers and staff shall present evidence of completion of an approved course in Human Relations prior to the advancement to the first promotional increment step or, if already beyond said step, to the next following promotional increment step immediately occurring after September 1, 1974.

Present status of recommendation
The recently completed negotiations which concluded with Fact Finding has provided an article in the teachers' agreement whereby increments may be withheld for unsatisfactory performance. Since the withholding of increments requires a program for improvement, part of the remedy could be a required course in human relations and, more importantly, a change of behavior that would be demonstrated in the classroom.

2.5 *Recommendation*
That the agreement between the Board of Education and the Denver Classroom Teachers Association and the Tenure Law, which results in the retention of incompetent teachers, as well as the present transfer policy, be reviewed, evaluated, and changed thus providing a means of dealing with those individuals who are not performing effectively.

Present status of recommendation
The whole area of teacher performance, school system responsibility, and accountability is being dealt with on a state-wide basis; and the Denver Public Schools have activated committees which will help us study this problem more effectively.

2.6 *Recommendation*
That Black administrators, teachers, supportive staff, clerical, custodial and others be assigned throughout the system to reflect the racial composition of the total school district.

Present status of recommendation
This is a valid concern throughout the district. Every effort is being made to make everyone aware of opportunities. Continued efforts will be made to assign staff members in accordance with this recommendation.

2.7 *Recommendation*
That the recruiters seek out applicants with a strong background in Urban Education and who are sensitive, competent, and committed to the needs of the inner-city child.

Present status of recommendation
This recommendation has been implemented to the extent that it is one of the primary factors in the employment decision. It has been heartening to note the increase in college programs over the past few years which prepare teachers to meet the needs of the inner-city schools.

2.8 *Recommendation*
That the Northeast Denver schools be staffed with experienced qualified teachers, who are also sensitive to the educational, sociological, psychological, nutritional, and economic needs of Black children and who have acquired 10 to 20 hours of training in Urban Education.

Present status of recommendation
Limiting employment of teachers for Northeast Denver Public Schools who have acquired 10 to 20 hours of urban education will place a tremendous restriction on the selection of teachers since very few universities offer programs in which as

much as 20 hours can be earned in urban education. The spirit of the recommendation conforms to efforts of Personnel Services in staffing Northeast Denver Schools.

2.9 *Recommendation*

That Black principals be given more of a say as to the selection of their administrative personnel and staff. It has been brought to our attention that Black principals feel that a definite racial quota is being imposed as it relates to hiring of teachers at their respective schools.

Present status of recommendation

A quota is not being imposed. Principals are being given a chance to look at prospective staffs before they are hired. We will continue to seek more effective and efficient ways of involving principals in the employment and placement process.

2.10 *Recommendation*

That a Black administrator be employed, at the policy-making level, in the Department of Federal Projects.

Present status of recommendation

It should be noted that in terms of administrative responsibility, the Office of Federal Projects does not serve in a policy-making capacity. However, when an administrative vacancy occurs in the Office of Federal Projects, such a vacancy will be posted in accordance with established procedures.

2.11 *Recommendation*

That a Black person be placed in at least one of the positions of Executive Director of Personnel, Director of Elementary, or Director of Secondary School Personnel Services as soon as a vacancy occurs.

Present status of recommendation

When a vacancy occurs in the Department of Personnel Services, such a vacancy will be posted in accordance with established procedures, making certain that contacts are made with minority persons who may be qualified to make sure that they are aware of the vacancy and explore their interests.

2.12 *Recommendation*

That Black counselors be assigned to the staff of every elementary, junior, and senior high school that have Black students, with special emphasis at the elementary level.

Present status of recommendation

This recommendation was discussed at great length with the Board of Education and some members of the central administrative staff. Staff has been directed to look into and correct those unsatisfactory situations pointed out by the committee. A list of all minority counselors and their assignments was supplied to each member of the committee.

2.13 *Recommendation*

That the principal be responsible for posting all job openings indicating the date received from Central Administration, date posted, and date removed from bulletin boards.

Present status of recommendation
Principals and department heads have been requested to reserve space on bulletin boards where administrative vacancies will always be posted and to see that the notice remains there.

3.0 Facilities

3.1 *Recommendation*
That Wyatt Elementary School be replaced to include the latest (newest) addition to the old school rather than the plan to combine Wyatt and Mitchell

Present status of recommendation
Phasing out Wyatt has never been an official recommendation. Many ways to go when we find out what the need in the area is, based upon population census and city planner's findings. People in the community should be included in any decision on Wyatt.

3.2 *Recommendation*
That the time scale for building Gove Jr. High School, Mitchell, and Wyman be revised upward and construction be started immediately.

Present status of recommendation
Construction has already begun.

3.3 *Recommendation*
That the Board direct the Administrative staff to investigate the feasibility of the community school - opening the school to the community for activities and classes after the regular day and during evening hours.

Present status of recommendation
Input is needed from the Black Education Advisory Committee regarding the development of a pilot program using one school. Recommend that the committee do a needs assessment through holding public hearings to determine whether community is actually interested. Could look at the programs at North Junior High School in Colorado Springs.

3.4 *Recommendation*
That all elementary schools are equipped with a lunchroom, auditorium, and gymnasium.

Present status of recommendation
Our studies have shown that elementary schools with memberships under 600 can carry on their school programs with a lunchroom-assembly combination and a separate gymnasium. This is made possible because the lunchroom is equipped with folding tables which allow a large open space for other school activities. Funds were budgeted in the construction programs with this concept as a basis; any change of this procedure would require additional funds.

3.5 *Recommendation*
That a swimming pool be installed at Manual High School in 1973 and at East High School in 1974.

Present status of recommendation
Suggested that Board pursue a cooperative effort with the City and County of Denver Department of Recreation for funds. Consider placing funds in budget as another option.

3.6 *Recommendation*
That plans be revised in the new addition at Whittier Elementary School to include an Instructional Materials Center.

Present status of recommendation
Room 206 in the 1964 addition was constructed for use as a library. Some minor remodeling, depending upon the kind of program that is developed, could make this area serve as an instructional materials center. Personnel in the Division of Education, along with the principal and staff, could develop this area into a suitable center.

4.0 Other Recommendations

4.1 *Recommendation*
That the budget be increased to provide for a complete immunization program for all students.

Present status of recommendation
As of July, 1974, State law requires that all children must be immunized before entering school.

4.2 *Recommendation*
That a total program of screening for sickle cell anemia traits be instituted for all Black students in the Denver Public Schools.

Present status of recommendation
Department of Health Services should work out an agreement with Denver Department of Health to do some kinds of cooperative screening.

4.3 *Recommendation*
That every principal be directed (with the help of the Denver Classroom Teachers Association) to insure that every Building Committee and other official bodies be truly representative of the school population.

Present status of recommendation
This item was discussed at a meeting of the Professional Council. Correspondence has been made with DCTA.

4.4 *Recommendation*
That there be an inter-intramural sports program at all levels throughout the entire school district beginning in September, 1972.

Present status of recommendation
Whenever schools demonstrate an interest in and a need for these programs, a concerted effort is made to initiate them.

4.5 *Recommendation*
That principals be directed to send all communications having to do with children's disciplinary problems to their parents by U.S. mail thus eliminating the likelihood that parents are not informed, especially in disciplinary situations.

Present status of recommendation
A directive to this effect has been sent to principals.

4.6 *Recommendation*
That arrangements be made to make buses available, when needed, for after-school activities so that all children desiring

to do so can participate in extracurricular activities.

Present status of recommendation
Buses are supplied at request of principals.

4.7 *Recommendation*
That the School Board actively seek out and accept any and all available funds from federal, state, city or private sources to strengthen the many programs required to improve our schools and educate our children.

Present status of recommendation
This is being done.

4.8 *Recommendation*
That funding for Black Student Alliances at the secondary level, comparable to that of the Latin American Student's Clubs, be made available starting in September, 1972.

Present status of recommendation
Consideration is being given to a new student motivation project. Present budget does not include funds for Black Student Alliances or Latin American Student's Clubs.

4.9 *Recommendation*
That community meetings for parents of bused students, with both sending and receiving schools participating, be an ongoing event.

Present status of reocmmendation
Government funds are being sought to implement an intense orientation program.

4.10 *Recommendation*

That the programs described by some schools receiving bused children be expanded and continued on an ongoing basis and that resources (staffing, funding) be added to the already existing Offices of School-Community Relations and Community Specialist for coordinating and monitoring these programs.

Present status of recommendation

This recommendation is under study. Further programs will be developed based on the availability of funds.

4.11 *Recommendation*

That the School Board actively seek the appointment of a member of the Central Administration staff, at the Assistant Superintendent level, to the policy-making committee of LEAA by the Mayor.

Present status of recommendation

The Executive Director of Pupil Services has been appointed to this Committee.

4.12 *Recommendation*

That the Board appoint a committee to make an objective evaluation of the East High School Senior Seminar and that the Seminar continue as it is presently operating until results of such an evaluation are obtained.

Present status of recommendation

Funds have been budgeted to continue the Senior Seminar as it is presently operating during the 1973-1974 school year. The possibilities and suggested design of an evaluation of the Seminar are being explored by the Division of Education, the Department of Planning, Research and Budgeting, and staff members at East High School.

4.13 *Recommendation*
That the nursing services at Gove and Morey Junior High Schools be reinstated to full-time status.

Present status of recommendation
This recommendation was implemented at the beginning of the second semester of the 1972-1973 school year.

4.14 *Recommendation*
That the Driver Education program be reinstated as it previously existed, beginning with the 1972-1973 school year.

Present status of recommendation
This recommendation was implemented in the 1973-1974 school year.

4.15 *Recommendation*
That funds be allocated for continuing the inservice program already begun at East High School and for beginning new programs in other schools throughout the Denver Public School system.

Present status of recommendation
Funds have been budgeted for staff development and inservice programs through the Division of Education.

4.16 *Recommendation*
That the Manual High School Stadium be made available without charge to persons working with children in that area.

Present status of recommendation
Arrangements have been made whereby any group working with children in the area may use the Manual High School Stadium for this work.

Exhibit 28

STAFF RESPONSES

to the

RECOMMENDATIONS

of

THE BLACK EDUCATION ADVISORY COMMITTEE

FOREWORD

THE BLACK EDUCATION ADVISORY COMMITTEE
RECOMMENDATIONS TO THE BOARD OF EDUCATION

The Black Education Advisory Committee of the Denver Public Schools prepared a report for the Board of Education which was presented to Board Members at the Board of Education hearing in June, 1975. This report contained seven recommendations.

Contained in this report are responses of the staff to the seven recommendations. In this document each recommendation is reproduced preceding the response to that recommendation.

RECOMMENDATIONS
TO
THE BOARD OF EDUCATION
DENVER PUBLIC SCHOOLS

Denver, Colorado

JUNE, 1975

Submitted by

THE BLACK EDUCATION ADVISORY COMMITTEE

Robert Patton, Chairman
Robert Ashby
Geraldine Brady
Elliott Draine
George Gray III
Sharon Hardiman
W. Gene Howell
C. Columbus Johnson
Hubert L. Jones
Gwendolyn Oakes
William Richardson
Eva Rodgers
Jennie Rucker
Robert Shelton
Robert Sheates

Penny Ashby
Bettye Emerson
Betty Germany
Palecia Lewis

The Black Education Advisory Committee
Recommendations to the Board of Education

INTRODUCTORY STATEMENT TO THE RECOMMENDATIONS

Our major task lies in the area of equal educational opportunities for all students in our district with prejudice toward none. We must develop a district where all students have a feeling of total acceptance. From the input we have received this past year, we seem to still have teachers and administrators, as well as other employees in our district, who have not come to accept all people as equals. We, therefore, make the following recommendations:

STAFF RESPONSES
to the
RECOMMENDATIONS
of
THE BLACK EDUCATION ADVISORY COMMITTEE

The Black Education Advisory Committee
Recommendations to the Board of Education

RECOMMENDATION NUMBER ONE:

We feel that in the area of minority curriculum development, although much has been done, there is still a great deficiency in the district in terms of multi-cultural curriculum coordination and implementation. The committee recommends that plans be made for a District Coordinator of Multi-Cultural Curriculum Development, and that this person be charged with the responsibility of developing a uniform district program that will guarantee each district student to be exposed to a multi-cultural learning experience in his/her curriculum.

RESPONSE:

We concur with the statement that much has been done in the area of minority curriculum development and that each pupil should be exposed to a multi-cultural learning experience in his/her curriculum. Given the current budgetary constraints, and the work that continues to be done by curriculum specialists, we do not feel that it would be feasible at this time to appoint a District Coordinator of Multi-Cultural Curriculum Development. We will continue our effort in the Office of Curriculum Development--particularly in the social studies area with the two curriculum specialists, and in the office of bilingual-bicultural education--to insure that the program continues to move forward.

The Black Education Advisory Committee
Recommendations to the Board of Education

RECOMMENDATION NUMBER TWO:

With general community agreement that the greatest promise for integrating our schools lies in upgrading pertinent faculty skills, we recommend that effective staff training be given top priority and adequate funding.

RESPONSE:

Elementary - Anticipating and receiving funding approvals for ESAA funds and HB1164 funds, we have designed Inservice Center Models that will be implemented in the fall of 1975. These two thrusts will provide a more intense inservice opportunity for teachers in the system.

We have asked all principals to indentify their individual school staff development needs and to project funds needed to carry out their activities. Every effort will be made to provide assistance as requested.

Secondary - The Department of Secondary Education concurs in essence with this recommendation.

Continuing efforts are being made to improve effective staff training and to upgrade pertinent faculty skills. HB1164 is an excellent example of efforts being made to identify, expose, and train teachers who would not, under ordinary conditions, receive the kinds of training necessary to provide children with greater learning opportunities.

Another example of what is being done to improve staff training is a basic proposal for federal funding entitled "Inservice Center". This proposal is designed to provide expanded educational opportunity to pupils through the development of a new structure and model of staff development for teachers and administrators to enable them to better meet the needs of pupils in a desegregated school system.

Regular ongoing inservice and staff training programs will continue. A few examples in this area are:

- Inservice for teachers teaching in reading and math lab classes
- Inservice for teachers engaged in CORE interdisciplinary program
- Bilingual teacher inservice
- Inservice to meet guidelines developed in ZB III of the U.S. District Court Order.
- Continuing inservice with Pupil Service personnel.

The Black Education Advisory Committee
Recommendations to the Board of Education

RECOMMENDATION NUMBER THREE:

We recommend that the district clearly define faculty competency to include individual fairness, sensitivity, and skill in dealing with minority students. Teachers evaluations should include competency in a multiracial environment.

RESPONSE:

Dr. Roscoe Davidson and Dr. Harold Stetzler will discuss teacher evaluations as they relate to assessing competency in fairness, sensitivity, and dealing with minority students at all levels of principals' meetings early in the first semester of the 1975-1976 school year. *

* Discussions have been held.

The Black Education Advisory Committee
Recommendations to the Board of Education

RECOMMENDATION NUMBER FOUR:

To improve skills and awareness in teaching and nurturing students of all ethnic and cultural backgrounds, we recommend that all teachers, counselors, and administrators should be rotated among schools at specified maximum intervals, perhaps by moving a fixed percentage of certificated staff annually.

RESPONSE:

The rotation of certificated staff on a mandatory basis has been discussed with a number of groups with the general conclusions that:

a. One measure of a school's quality has been staff continuity and reduced turn-over rate. Mandatory transfer creates turn-over and disruption.
b. Mandatory transfer could cause teacher resentment which would be detrimental to students since teachers probably teach best in a school where they want to be.
c. Many teachers and administrators have become so thoroughly identified with a school that mandatory transfer would create community resentment.
d. Schools in Denver are now becoming more alike in student population makeup. Teachers and administrators can now improve skills related to students in many schools and can also become more effective by learning the needs of a particular school and student body.
e. Periodic changes are good in most work situations and provision is made for transfer in the negotiated agreement. Many teachers also change assignments upon return from leave or as staff needs change.

The Black Education Advisory Committee
Recommendations to the Board of Education

RECOMMENDATION NUMBER FIVE:

We recommend that special attention be focused on the need at each school for staff racial balance structured so that every student will have the opportunity to relate to minority adults in all subject areas and in authority positions as administrators, teachers, and/or counselors.

RESPONSE:

Progress is being made in this direction as faculties become more integrated and as increasing numbers of minority teachers become available in more disciplines and grade levels.

The Black Education Advisory Committee
Recommendations to the Board of Education

RECOMMENDATION NUMBER SIX:

Our previous recommendation 2.6: All black elementary principals are located in Northeast Denver, except one. Black children are all over the city and we recommend that black principals be so dispersed. Examples-Bradley, Fallis, Kaiser, Sabin, Asbury, Ellis, etc.

RESPONSE:

Present assignments of Black Elementary School Principals:

Gilpin	Mr. Theodore Daviss
Hallett	Mrs. Esther Nelson
Harrington	Mr. Arthur McQueary
Mitchell	Mr. Donald W. Wilson
Montclair	Dr. William Smith
Oakland	Dr. Marie Metz
Park Hill	Mr. James Daniels
Pitts	Mrs. Luella M. Flanigan
Smith	Mr. Maceo H. Brodnax, Jr.
Whittier	Mrs. Ollie Barefield
Wyatt	Mr. Fred Wilhoite, Jr.

About a year ago the Black Advisory Committee questioned the fact that when Black administrators received advanced degrees they were reassigned to schools outside the northeast Denver area. (Dr. Metz - Dr. Smith) The question was raised because the committee felt that their expertise and talents were needed more in predominately Black schools.

Since then we have asked all principals to share with us their interest in reassignment to other schools. We have received some written requests but none from Black principals.

As a next step we should probably make a special effort to counsel with our Black principals regarding reassignment. Hopefully such possible reassignments would be mutually acceptable.

The Black Education Advisory Committee
Recommendations to the Board of Education

RECOMMENDATION NUMBER SEVEN:

In 1972, this committee made a series of recommendations to the Board. One of those, Recommendation 2.5, involved the suggestion that the agreement between the Board of Education and the Denver Classroom Teachers Association be reviewed, evaluated, and changed, thus providing a means of dealing with those individuals who are not performing effectively.

Subsequently, the Board of Education's negotiation team under Dr. Bailey carried to the table with the Denver Classroom Teachers Association (DCTA), the Denver Association of Specialized Services Personnel (DASSP), and the Denver Association of Educational Office Personnel (DAEOP), proposals for salary validation. These were agreed to and appear as Article 23-2 in the teacher's labor contract, Article VI-G in the now defunct DASSP contract, and Article 15.5 in the contract with secretaries and clerks.

Our committee was very gratified by the Board's and administration's response to our recommendation and the concrete form that that recommendation took in the three labor agreements. We held high hopes that these articles, the only provisions in those agreements which directly promise improved performance, would, if properly and resolutely administered, begin to show results which would benefit all the children of Denver. It does not now appear that these articles are being resolutely and systematically administered.

It is our belief that problems and some employees with problems are still being ignored. It is also our belief that the administrative use of these articles to improve employee performance is at best uneven and inconsistent. We are aware that a few principals have employed Article 23-2 in the DCTA contract, but these we believe are isolated examples. The DAEOP contract provisions and the DASSP provision have been, we believe, largely ignored.

The committee, therefore, is requesting that the administration be asked to prepare a summary of the administrative usage of these three negotiated articles for the Board of Education and for the committee's information, feeling that such a summary will be enlightening.

It is recommended that such a summary include the numbers of employees in each of the various employee categories covered by the three contracts be individually enumerated and (1) compared with the frequency with which these employees have been notified that their performance was, in the opinion of the administrator, in need of evaluation before a recommendation for advancement on the salary schedule could be made; (2) compared with the frequency with which such evaluations were made; (3) compared with which subsequent improvement was shown; (4) compared with the frequency with which subsequent improvement was not shown and recommendation was made to withhold salary increment; and (5) compared with the frequency with which, following salary being withheld, improvement was shown. The summary should also include the number of tenured teachers who were put on evaluation compared to the total number of tenured teachers in the district.

Should our belief that ~~that~~ these negotiated administrative tools to improve employee performance are not being utilized effectively be substantiated, it is our

(continued)

The Black Education Advisory Committee
Recommendation to the Board of Education

RECOMMENDATION NUMBER SEVEN: (continued)

further recommendation that immediate administrative steps be taken to insure that all principals and administrators of these contracts be instructed to apply them constructively as they were designed to be used.

RESPONSE: Summary of salary validation usage

Employee Category	Total Employees (approximate)	Number under appraisal	Increment withheld
Tenure teachers	3800	22	1[1]
Probationary teachers	600	600[3]	1[2]
Nurses	75	0	0
Psychologists	20	0	0
Social Workers	66	0	0
	4561		②

[1] Will continue under evaluation

[2] Contract was not renewed for the 1975-76 school year

[3] All probationary teachers appraised

Workshops related to the use of salary validation were required of all administrators during the 1973-74 school year.

Exhibit 29

RESPONSES

TO THE

RECOMMENDATIONS

OF

THE HISPANO EDUCATION ADVISORY COMMITTEE

FOREWORD

THE HISPANO EDUCATION ADVISORY COMMITTEE RECOMMENDATIONS TO THE BOARD OF EDUCATION

The Hispano Education Advisory Committee of the Denver Public Schools prepared a report for the Board of Education. This report was presented to Board Members at the Board of Education meeting on October 24, 1974.

Contained in the report are forty-eight recommendations. These recommendations are presented under six subject-titles:

Bilingual-Bicultural Education
Counseling
Curriculum (Reading)
Integration
Personnel
Other Recommendations

Five of the six subject-titles begin with an introductory statement. In this document each statement is reproduced preceding the responses to the recommendations of the committee.

Some of the recommendations refer to other sections of the committee's report. Where this occurs, the section referred to has been reproduced and is attached to the response.

RESPONSES

to the

BILINGUAL-BICULTURAL EDUCATION RECOMMENDATIONS

of the

Hispano Education Advisory Committee

The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTRODUCTORY STATEMENT TO THE

BILINGUAL-BICULTURAL EDUCATION RECOMMENDATIONS

In order to enhance quality education, the Board of Education, administrators, teachers, and the community must recognize the uniqueness of each child. To endorse cultural pluralism is to understand and appreciate the differences that exist among the nation's citizens. If cultural pluralism is to become a reality, however, our educational system will of necessity be a vital mechanism for its application. Programs in bilingual-bicultural education have as a major focus dealing positively and effectively with ethnicity in education and bringing about a wholesome respect for the intrinsic worth of every individual. When implemented, these instructional programs will provide an atmosphere which reflects the ethnic and racial population mixtures and needs of student bodies in all schools.

In accordance with this premise, the bilingual-bicultural education in the United States is of value to all Americans While bilingual-bicultural education refers to whatever languages and cultures are applicable, we speak of the language and native culture of the Spanish surnamed which now represent nearly twenty-four percent in the Denver Public Schools.

(continued)

The Hispano Education Advisory Committee
Recommendations to the Board of Education

Recognizing that the Spanish surnamed (Chicano, Mexican American, Hispano) are not a homogenous group, there are nevertheless, some basic needs which are felt by all pupils in varying degrees. School districts must address themselves to the need for providing equality of educational opportunity for the Spanish surnamed child in particular and for all minority children in general. In meeting these needs, all children will be able to move forward as they learn to live in a pluralistic society.

Considering the basic needs of the Spanish surnamed, we support the concept of bilingual-bicultural education and recommend the following:

(continued)

The Hispano Education Advisory Committee
Recommendations to the Board of Education

Response 1.

BILINGUAL-BICULTURAL EDUCATION

RECOMMENDATION:

1. That the Board of Education appoint a Director of Bilingual Education for the Denver Public Schools who will coordinate efforts to implement programs designated by the court order in some Denver schools.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

On September 19, 1974 the Board of Education approved the appointment of Mr. Albert Aguayo to the position of Supervisor, Bilingual-Bicultural Education.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

BILINGUAL-BICULTURAL EDUCATION

Response 2.

RECOMMENDATION:

2. That, under the supervision of the director, coordinators be appointed to coordinate programs at both the elementary and secondary school levels.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

This recommendation has not been implemented.

FUTURE PLANS:

Staffing needs will be re-evaluated after we have had more experience with the program.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

Response 3.

BILINGUAL-BICULTURAL EDUCATION

RECOMMENDATION:

3. That an intensive inservice plan be implemented for teachers and administrators during the 1974-75 school year.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

An intensive mandatory inservice program is being implemented.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

Response 4.

BILINGUAL-BICULTURAL EDUCATION

RECOMMENDATION:

4. That bilingual personnel be recruited and placed in schools where bilingual-bicultural programs will be implemented.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration and Division of Education)

Qualified persons have been placed in the present allocations for bilingual-bicultural programs. It is the intent of Personnel Services to recruit within and outside of the Denver Public Schools for qualified teachers as they are needed.

Nine bilingual-bicultural staff members were placed in the seven Court-designated schools prior to the beginning of the 1974-1975 school year.

FUTURE PLANS:

We plan to continue to recruit and assign bilingual personnel to schools where bilingual-bicultural programs are in operation.

COMMENTS:

B-1 &

The Hispano Education Advisory Committee
Recommendations to the Board of Education

BILINGUAL-BICULTURAL EDUCATION Response 5.

RECOMMENDATION:

5. That Hispano paraprofessionals be recruited and trained to assist teachers in the implementation of bilingual-bicultural education programs.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration and Division of Education)

Paraprofessional personnel will be recruited and given such training as needed to assist with the program as allocations are approved.

Fourteen bilingual-bicultural paraprofessionals were placed in the seven Court-designated schools.

FUTURE PLANS:

Hiring and placement of paraprofessionals will be dependent upon availability of funds and identification of needs.

COMMENTS:

B-2 & A

The Hispano Education Advisory Committee
Recommendations to the Board of Education

BILINGUAL-BICULTURAL EDUCATION

Response 6.

RECOMMENDATION:

6. That Hispano counselors work with staffs in schools implementing bilingual-bicultural programs. All counselors should be involved in working with staffs in implementing any new programs and assisting with existing programs. Hispano counselors who are available in schools where bilingual-bicultural programs are being implemented should be involved in this activity.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

Counselors in schools implementing bilingual-bicultural programs are generally involved to the extent requested by the principal in the elementary school, and principals and assistant principals for pupil services in secondary schools.

FUTURE PLANS:

As bilingual-bicultural programs are expanded in the Denver Public Schools, inservice programs will have to be designed to help all counselors become more knowledgeable about these programs and the ways in which they can assist school staff members and students involved with these programs.

COMMENTS:

Inasmuch as Mr. Albert Aguayo is a former counselor, it would seem appropriate for him to design some inservice activities to assist counselors in becoming better informed about bilingual-bicultural programs.

The Hispano Education Advisory Committee
Recommendations to the Board of Education

BILINGUAL-BICULTURAL EDUCATION Response 7.

RECOMMENDATION:

7. That a committee composed of school and community personnel be appointed to review the education plan as submitted by Dr. Jose Cardenas in order to determine priorities and make recommendations.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

Two committees have been formed:

1. A Bilingual-Bicultural Education Advisory Committee
2. A Bilingual-Bicultural K-12 Curriculum Advisory Committee

FUTURE PLANS:

We will continue to have advisory committees in many areas and it is anticipated that committees in this general area will continue to exist.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

BILINGUAL-BICULTURAL EDUCATION Response 8.

RECOMMENDATION:

8. That the Denver Public Schools investigate and utilize all federal and state sources that provide information pertaining to funds available for Bilingual-Bicultural Education.

PRESENT STATUS OF RECOMMENDATION: (Division of Education) and (Division of General Administration)

Presently the Denver Public Schools are continuing activities which started under ESEA Title VII Grant for Del Pueblo School in using it as a model for developing new programs and continuing activities in early childhood education centers for non-English speaking children already begun under a ESEA Title III Grant. During the 1974-75 school year Bilingual-Bicultural Programs are being conducted under the ESAA Special Grant and a Bicultural-Bilingual Program under the ESAA Pilot Grant Program. In addition a Teacher Training Program is being conducted under a grant funded by the Education Professional Development Act. A Bilingual-Bicultural Resource Center has been developed at Greenlee School to serve the entire school district under the direction of a supervisor. In coordination with the presently-funded programs their staffs will be developing bilingual programs which could be brought into readiness for availability of future grant programs under bilingual education.

The Office of Federal Projects continually investigates all sources of federal and state funding and submits appropriate proposals for approval.

FUTURE PLANS:

The Office of Federal Projects working in concert with the Division of Education and the staff at the Bilingual-Bicultural Resource Center will continue to search for means and funding to provide resources for continuing and expanding the bilingual-bicultural efforts in the Denver Public Schools in terms of local, state, and federal funding resources as these resources become available.

COMMENTS:

A-5a

The Hispano Education Advisory Committee
Recommendations to the Board of Education

BILINGUAL-BICULTURAL EDUCATION Response 9.

RECOMMENDATION:

9. That the Testing Program at all levels be expanded to include Criterion-Referenced Models and that prescriptive methods and techniques be designed to expedite the acquisition of specific skills and concepts that are reflected as deficiencies by these diagnostic instruments.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

This realm of instruction is an area which should be developed by curriculum specialists.

In grades 3, 6, and 8, matrix sample models were developed using our computer resources. Single items were used in this limited pilot study to evaluate goals, intermediate objectives, and performance objectives in reading-language arts, mathematics, and social studies.

FUTURE PLANS:

Commercially-prepared diagnostic instruments in the areas of reading and mathematics are available as requested by classroom teachers at all levels. An additional achievement series has been prepared within this department with the cooperation of EMIS to allow for additional voluntary diagnostic testing at both the individual and group levels.

COMMENTS:

RESPONSES
to the
COUNSELING RECOMMENDATIONS
of the
Hispano Education Advisory Committee

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The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTRODUCTORY STATEMENT TO THE COUNSELING RECOMMENDATIONS

Intelligence and development involves interaction between the child and his/her environment. When the environment is deficient in providing experiences and skills that meet the demands of a highly industrialized society such as ours, the need for the acquisition of those skills and experiences must be taught. In most cases those needs are not being met by our present school system.

The Hispano Education Lay Advisory Committee suggests a person-to-person type of counseling where there is an empathetic understanding of Hispano youth; where methods and techniques used set the stage for the counselee to take a more realistic look at himself——to think rationally; and where the school system lends the support necessary for such a counselor-counselee relationship to develop. We, therefore, recommend the following:

(continued)

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING

Response 1.
(Appendix Schedule B1)
(Attached)

RECOMMENDATION:

1. That the Board of Education endorse the "Mini-Metro" concept of alternative education (see Appendix Schedule B1). This is an attempt at dropout intervention in the following schools: Manual, North, and West.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

The Department of Alternative Education is working with administrators and staff at North High School and Thomas Jefferson High School to develop plans for and to implement a mini-metro type of alternative program or school. Plans have progressed further at North than at any other school.

Skinner and Kepner Junior High Schools have implemented mini-metro type schools-within-a-school for students with poor attendance records who may well become dropouts in high school. It is anticipated that these preventive programs in the junior high schools will lighten the dropout load in the senior high schools.

FUTURE PLANS:

It is anticipated that the North program will become a pilot for other schools.

The replications of the programs at Kepner and Skinner are under consideration at other junior high schools.

COMMENTS:

The Department of Alternative Education also endorses the mini-metro concept and hopes to see it implemented within several schools within the next year.

Appendix Schedule B-1

STATEMENT OF NEED

At present, Denver Public Schools at the secondary level maintain a schedule of having students attend a set number of classes daily for the entire week. The classes are conducted under the classroom concept with all students working under the teacher's direction at the same rate of speed. Because of attendance problems in target-area schools, teachers find it difficult to motivate students to attend regularly and keep up with the work. Many teachers build into their evaluation of student performance a system that allows for bonus points or sometimes negative points. The students that have attendance problems automatically fail under these conditions. Not all teachers have such a system and some do cooperate actively with counselors to try encouraging students to keep going to school. Under the present system, however, they must devote most of their attention to the majority of students who are far ahead of the students who are often absent.

The students' obvious interest in getting an education is demonstrated by the fact that they begin every semester for the first few weeks. Then, for various reasons, they disappear for a couple of weeks. When they return, either through their own initiative or because of the efforts of their counselors, they have either missed "too many days to pass the class" or are too far behind to catch up. They might catch up if they are able to apply themselves to do present work, past work, and attend all classes, a practice to which they are completely unaccustomed, and have completely reconciled the problems that caused them to first disappear. These conditions are difficult enough to handle under the best of conditions, and too often they are criticized by teachers because the problems that plagued them are often caused by the conventional school system itself; the student is doomed to failure.

The frequent complaints of these students generally center around economic issues. Financial and social conditions force students to take jobs that require unstructured hours which interfere with their structured school hours. Often the students cannot cope with what to them is an unstimulating routine. They feel that too much time is wasted attending classes (five to seven periods). Also, they cannot see themselves making any kind of progress. Because of its conventional system, DPS has little holding power for these students and consequently we fail great numbers. A few students are fortunate enough to finish their education at our alternative secondary education facilities, the Metro Youth Centers.

There is data available to substantiate the low achievement scores, poor attendance, high drop rates, low reading levels, high suspension and failure rates and the need for an alternative educational program for these students.

PHILOSOPHY

The Mini-Metro Concept, an attempt at dropout intervention, is proposed: (1) to meet the four psychological needs of students, as outlined by

Dr. Hugh Pates of San Diego, California; (2) to provide an environment by which Maslow's five hierarchial needs of basic motivation are emphasized; and, (3) to assist students in acquiring the cogntiive skills necessary to be able to return to the mainstream of the school setting as soon as they are able.

It is our belief that those students who are missing an inordinate amount of school are in dire need of special attention which the regular school setting cannot now provide. We, therefore, desire to provide students with adequate affective and cognitive curricula as well as a structured situation which will provide a new approach toward success and acceptable habit formation. We believe that as a student becomes successful, his self-concept will improve and thus, his attendance and, more importantly, his achievement will improve.

We also believe it is necessary to maintain the Mini-Metro Concept within the walls of the regular school building in order that the students be allowed to continue to participate with the total student body socially and in some academic areas.

Goal: To increase the holding power of the school.

Objectives: 1. To identify students with chronic attendance problems, to accept them into the Mini-Metro Concept program, to provide them with the necessary affective and cognitive skills needed to return to the regular program, and to have them return to the regular school setting as soon as possible.

2. The Mini-Metro program will provide an environment by which the following psychological needs will be met: love and acceptance, a sense of security, a sense of worthwhileness, and a positive sense of identity.

3. The five basic needs of human interaction will be provided: namely, (a) every student will be provided with a job if he needs one; (b) every student will be provided with free breakfast and lunch if needed; (c) the social need level will be provided through concentrated group counseling and interaction; (d) the esteem need will be provided by participation in programs such as the"Human Potential Seminar"; and (e) the five levels will be presented and emphasized in a concrete manner.

4. The students will develop the cognitive skills needed to return to the regular classroom setting upon staff recommendation.

5. The students will be guided toward the regular program upon counselor and staff recommendation and will be followed up by periodic consultations with the students.

The four psychological needs to be provided for students are:

- love and acceptance
- a sense of security
- a sense of worthwhileness
- a positive sense of identity

The five basic drives of human motivation by Maslow are:

- biological level: necessity for food, oxygen, air, water
- safety level: the protection of the basics, including shelter, a safe secure environment
- social need level: the need to love and be loved, to interact and share with people
- esteem needs level: self esteem and self-respect, esteem and respect of others
- the actualization need level: the highest level of self-growth, respect, and success as a human being.

The cognitive areas to be stressed are:

- the four areas of language: namely, listening, speaking, reading, and writing.
- math
- social studies

The above listed needs, drives, and cognitive areas will be further developed during the 1974 summer writing project and will take into consideration the individual needs of the three prospective schools.

The present Metro Youth Education Centers will be used as a model with modifications by each school principal.

CONCLUSION

Statistics show that the Metro Youth Centers are succeeding with the drop-out while the traditional high schools have failed. Unfortunately, Metro Youth Centers are filled to capacity and students must wait for a vacancy before attending. Meanwhile, they are experiencing failure at their high school or are not receiving an adequate education.

There is a need for an alternative educational system which will relieve the Metro Youth Centers and at the same time increase the holding power of the home schools. The Mini-Metro program would employ the same structure as the Metro Youth Centers but would be located in a center at the home school. Students who are unable to function in the usual classroom will be referred to the Mini-Metro team for a complete staffing.

Seventy-five to a hundred students can be programmed into the Center during the day. They will take instructions in the required areas of math, English, and social studies. They will work on individualized programs at their own pace. The important thing is that he is attending and feeling some sense of achievement and he is not under the fear of falling so far behind that he will never catch up. Other periods may be utilized as excused periods for working or as a time for the student to take elective courses and requirements like science, physical education, and industrial arts.

Intense individual as well as group counseling will be done with the students in order to help them with self-concept, decision making, and vocational orientation. Ideally, with this low student/counselor ratio, the counselors can work with the student and his total milieu.

Because the majority of these potential dropouts tend to be Hispano, in order for the home contact to be comfortable and beneficial for all, it would be commendable that the liaison counselor be bilingual and bicultural. He would work cooperatively with the home base counselor who would deal with curricula, group counseling, programming, consultation, and whatever he and the individual school teams believe necessary. The liaison counselor would aid students with job placemnt, individual counseling, student recruitment especially from those who have already dropped out, and whatever he and the staff believe necessary.

Students, as mentioned previously, will undergo periodic staffings. The vice-principal of pupil services, social workers, nurses, regular program counselors and the Mini-Metro team will meet under the direction of the Mini-Metro counselors. Staffing will be conducted to determine entrance into the program, progress in the program, and release from the program. If problems from staffing meetings result, the counselors will be free to meet the equivalent information-sharing process with all involved. The ultimate decision to enter, to continue, or to leave the program will be made in conjunction with the student's desires.

Further details such as curricula, student evaluation, rewards systems, etc., will be left to the individual school teams involved. Determination of personnel for each team should be left to the director of each program in order for him to select a cohesive group who will function well in this cooperative endeavor.

EVALUATION

The Mini-Metro program will be evaluated by: (1) the academic and social progress of each student as determined by his counselors, teachers, and himself; (2) the affective and cognitive skills acquired; (3) the academic and social progress of each student when he returns to the regular setting; and, (4) the decrease of chronic absenteeism and dropout rate in the total school statistics.

RECOMMENDATIONS

1. That the Mini-Metro concept be accepted as a pilot project at Manual, North and West High Schools

2. That a counselor in charge for each program be selected

   a. Manual - Irene Munoz, counselor
   b. North - Larry Trujillo, counselor
   c. West - Martha Guevara, counselor

3. That summer employment be allowed for the complete development of the plan.

   a. Staff recommendation for each school

      . English teacher
      . Social studies teacher
      . Math teacher
      . Two counselors
        . Part time psychologist
        . Part time social worker

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING

Response 2.
(Schedule C attached)

RECOMMENDATION:

2. That a new role in counseling —— the Liaison Counselor concept (see Schedule C) —— be given serious consideration. The liaison counselor concept is a good one inasmuch as an extensive outreach effort is made into the community to interpret the school to parents and community groups, and provides feedback information to the school staff from these groups. The present counselor-pupil ratio does not provide for staff time to modify the Hispano counselor's role to serve solely as a school-community liaison counselor. Unless additional staff can be provided for this specialized counselor, the added case load placed on other counselors would have a negative effect on the overall program of guidance services for students.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

In an attempt to meet the needs of a school-community liaison counselor, counselor community liaison aides were provided in 15 secondary schools through ESAA funding. The job function of these aides is directed to meet many of the objectives which have been outlined for the liaison counselor described in Schedule C.

FUTURE PLANS:

The budget proposal for the motivation component in the ESAA proposal for fiscal year 1976 will include the request to place counselor community liaison aides in each of the secondary schools.

COMMENTS: Principals allow for flexibility in a counselor's day when this is requested by the counselor. This flexibility enables counselors to direct their efforts to meet many of the objectives of the liaison counselor concept.

SCHEDULE C

PROGRAM: Liaison Counselor

PURPOSE: The traditional counselor's role will be modified in order to utilize specialized training within the Hispano counselors. That training will focus on the staff, student and community resources, in a cooperative effort, to analyzing and responding to our schools as an ever-changing, complex structure which has its strength based upon the ultimate contribution of each member of the staff, student body and the community .

OBJECTIVES: To integrate the school-community liaison counselor into a differentiated staffing model within each school's counseling department.

To be responsible for the placement of non-attenders into work-study programs.

To be responsible for the counseling needs of the mini-metro concept. (upon approval)

To be staff facilitator for Parent/Teacher/Student conferences.

To be responsible for new teacher orientation to community resources.

To provide bilingual-bicultural counseling services to respective buildings.

To increase minority student enrollment.

OCEDURES: Integration of school-community liaison counselor will be accomplished by specific assignment to such a role by the building principal. Further, maintenance of such a role will be accomplished by reporting directly to the building principal.

Compensated summer employment will allow the liaison counselor to identify non-attenders and appropriate work-study programs to meet their needs.

Upon approval of the mini-metro concept, the liaison counselor will provide academic, social, and career counseling to those students enrolling in the mini-metro.

Flexible working hours will allow the liaison counselor to facilitate Parent/Teacher/Student conferences within the school building or in community settings.

Schedule C

A cooperative orientation effort, between the AP for Instruction and the liaison counselor, will apprise new, incoming teachers of school-community resources necessary to meet the expressed needs of their students.

Bilingual-bicultural prerequisites for the liaison counselor role are necessary to provide an added dimension to core-city schools.

Increased minority student enrollment will be monitored by a building attendance profile. It is imperative that the liaison counselor be supported by a bilingual-bicultural aide and have no specific counseling load.

Referrals to the liaison counselor will be pupil staffing referrals, self-referrals and community referrals.

Mechanical considerations such as compensated summer employment, flexibility of working hours, compensated mileage, individual and/or group counseling facilities, office with a phone and responsibility directly to the building principal are important.

EVALUATION: Formative and summative evaluations by the building principal and his designated representative will be indicative as to the need for such a staff member. Most important will be the following:

Identification and placement of non-attenders

Academic development of mini-metro students

Establishment and maintenance of viable school- community relations

Staff orientation and development.

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING Response 3.

RECOMMENDATION:

3. That all certificated Hispano counselors, whether returning after a one-year sabbatical, or having acquired a Colorado Counseling Certificate be utilized as counselors next September.

There is a need for the assignment of more minority counselors in the Denver Public Schools. A high priority should be given to the assignment of certificated Hispano counselors as openings occur.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration and Division of Education)

Certificated Hispano counselors are being utilized as appropriate vacancies occur. All counseling placements are being reviewed by the Assistant Superintendent for the Division of Education for appropriateness and a well-rounded counseling staff in each school.

As Hispano teachers have received counselor certification, whether through a special institute or through other means, they have been assigned to counseling positions as rapidly as possible. This has meant that they have been assigned in preference to many other individuals who have held the counseling certification for a longer period of time. At the present time there are only three Hispano teachers who hold the counselor certification who have not been assigned as counselors.

FUTURE PLANS:

Hispano teachers who have received their State counselor endorsements are being given a high priority for assignment in counseling vacancies when they occur. It is hoped that the three persons now holding the State endorsement will be assigned as a counselor or in a counseling-related position by September, 1975.

COMMENTS:

The turnover in the counseling staff, along with reduction in the number of counselors assigned to secondary schools, has resulted in few vacancies for the assignment of any new counselors.

B-3 & A

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING Response 4.

RECOMMENDATION:

4. That certificated Hispano counselors be placed immediately in counseling positions that befit their level of teaching experience.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration and Division of Education)

Hispano counselors are being utilized where they can make their best contribution to all youth and within the counselors capabilities.

Great efforts have been made to increase the number of Hispano counselors in the Denver Public Schools. The involvement of the Denver Public Schools with the EPDA Mexican American Counselor Education Programs conducted at Texas Tech and the University of New Mexico, is evidence of the high priority given to the assignment of more Hispano counselors by the Denver Public Schools. The number of Hispano counselors has increased from three during the school year 1971-1972 to thirteen in counselor positions in the school year 1973-1974, with two Hispano counselors on leave of absence. In addition, four Hispano counselors have been promoted to different assignments during this period.

FUTURE PLANS:

The Superintendent has directed individuals involved in the selection and assignment of counselors to increase the number of minority counselors. This directive from the Superintendent has placed a high priority on the placement of Hispano teachers who hold counselor certification into counseling vacancies as they occur.

COMMENTS:

Budget considerations and the declining student population in secondary schools have not allowed for additional counselor allocations. Also, the elementary school counseling program has been in a hold status with no additions since 1971-72.

B-4 & A

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING   Response 5.

RECOMMENDATION:

5. That an evaluator from outside of this school system be hired to evaluate ongoing counseling practices at all levels and make recommendations that befit desegregated schools.

PRESENT STATUS OF RECOMMENDATION (Division of Education)

The purpose of an evaluation of any program or activity is to assist in the improvement of that program or activity. Evaluation of counseling programs should be an ongoing process being conducted by each school. It would seem that the first step prior to determining whether there is a need for an evaluator from outside the school system is to have a comprehensive evaluation conducted by (1) each school as it relates to it's program of guidance services, and (2) an evaluation program carried out under the direction of the Department of Development and Evaluation with the assistance of the Office of Guidance Services. The need or use of an outside evaluator should be considered in light of the findings from internal evaluations.

A series of guidance objectives have been identified for secondary schools. All secondary schools during the 1973-74 school year identified specific objectives that they would pay particular attention to, with a later evaluation of those objectives at the end of the school year. Because of the many changes occurring in schools at the close of the school year, it was not possible for schools to carry through with their evaluations.

FUTURE PLANS:

The tools have been developed as they relate to secondary school guidance objectives. Evaluation as to how well these objectives are being met will be made at the close of the 1974-1975 school year.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING

Response 6.

RECOMMENDATION:

6. That counseling services at the elementary level be expanded in an effort to provide guidance services for pupils who are in the incipient stages of maladjustment. The Program for Pupil Assistance (PPA) deals primarily with already disruptive pupils using behavior modification and remedial counseling methods and techniques.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

We in the Department of Elementary Education recognize with appreciation the concern referred to in this recommendation. We concur with the need for more effort in a preventive way. We feel that the work we have described in Recommendation 4 (under "Other Recommendations") together with other efforts with staff on an individual school basis, will in fact accomplish the kinds of things we both agree are needed.

FUTURE PLANS:

We would welcome an opportunity to discuss this with the committee in more detail.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING Response 7.

RECOMMENDATION:

7. That certificated Hispano counselors be utilized for the purpose of planning and implementing workshops, excursions and other activities that are in keeping with an ongoing desegregation program. Many of the certificated Hispano counselors have special training through their involvement in EPDA Mexican-American Counselor Training Institutes which should be utilized. Efforts should be made to capitalize on the special strengths of these counselors, as well as other counselors.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

Many of the certificated Hispano counselors have been involved with special workshops and used as facilitators for inservice programs related to the desegregation effort. Two of the certificated Hispano counselors have been involved in helping plan and implement inservice activities related to ZB III.

FUTURE PLANS:

Certificated Hispano counselors, as a group or individually, can develop inservice proposals to be funded under the Denver Public Schools compensatory inservice program, or ESAA, as it relates to improving guidance services for minority youth and enchances the desegregation effort. These individuals will be encouraged to develop such inservice proposals.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING Response 8.

RECOMMENDATION:

8. That both Garden Place and Ebert be provided with full-time counselors. In such schools half-time counseling is not sufficient to meet the needs of a large number of Hispano pupils.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

At the present time we have 11.0 elementary counselors assigned to elementary schools. It depends to a great extent on what we consider to be the needs of children before we can say what additional service best fits that need.

We have also provided at Gilpin and Garden Place a special teacher and program of pupil assistance and the diagnostic program under the Title I ESEA program.

FUTURE PLANS:

We will continue to evaluate special needs at each school with staff and parents in an effort to relate this to total pupil-services needs.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING Response 9.

RECOMMENDATION:

9. That a distinction be made between programming and counseling and that paraprofessionals be hired and trained to keep track of graduation requirements, credits, and other paper work. This committee feels that a good high school programmer with three paraprofessionals, trained by him, can do all the necessary bookkeeping more efficiently and more economically, thus freeing the counselor to provide real, personal counseling for students in a variety of situations and to increase holding power.

PRESENT STATUS OF RECOMMENDATION: (Division of Education) and
(Division of General Administration)

Programmers have responsibilities which reach beyond the walls of the high school. They must supervise and facilitate the processing of data in assigned elementary and junior high schools. With college type registration and the concomitant reduction in program changes, paper work for counselors in senior high schools has been reduced substantially.

Each high school has a records clerk as a regular part of the allocated clerical help. In addition, other clerical personnel are assigned to assist counselors with record keeping. It must remain as part of the counselors responsibility to assist students to overcome deficiencies that appear on the information supplied by the records clerk.

FUTURE PLANS: Financial limitations imposed by a shrinking budget preclude the addition of staff except on an exchange basis. That is, for each two paraprofessionals added, there would have to be a reduction of one professional staff member. This is judged to be unwise at this time since professional staff members have the training necessary to deal with the broad spectrum of responsibilities associated with the pupil services area. Through improvements in the Department of Education and Management Information Systems, it will be possible to maintain running totals of credits earned with specific reference to credits earned in each of the required areas. This service will begin with the sophomore class this year and be extended one grade level each year. By the 1976-77 school year, there will be the three-year senior high totals available for all students. This will greatly assist counselors in this field.

COMMENTS: Counselors are to be commended for their interest in finding ways to increase personal contact time with students in order to assist them in coping with personal problems. However, it cannot be overlooked that educational counseling, which involves course selection in addition to grades and credits earned, is a very significant area of function for the counselor. Most professional staff members find

(continued)

COMMENTS: (continued)

paper work of a seemingly routine nature to be repugnant and this is understandable. In an effort to minimize such routine tasks, every economically feasible avenue will be explored.

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING Response 10.

RECOMMENDATION:

10. That the school system continue to hire Hispano community aides to serve as liaison agents until sufficient, certificated Hispano counselors are available.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

The Denver Public School system has 18 community aides serving schools - which is the total of the allocations

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING Response 11.

RECOMMENDATION:

11. That a separate room be utilized in all secondary counseling departments as a "Crisis Center" or "Rap Room" where students under emotional stress can air out their feelings. An adequate facility should be available for counselors and other school staff members to work with students who are under great emotional stress and in need of privacy to relieve their tensions. Such a facility should be identified and utilized for this purpose providing the loss of space does not seriously affect the ongoing program of guidance services.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

Most of the secondary schools have an identified facility which counselors can use in working with students who are in need of privacy for a conference.

FUTURE PLANS:

Counseling facilities are being improved in our secondary schools as funds become available for this purpose. It is hoped that additional funds can be provided to speed up the remodeling program to provide adequate facilities in all schools.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING Response 12.

RECOMMENDATION:

12. That an effort to expedite the integration process, multi-cultural staff development be done via mandatory inservice at all levels.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

All schools will have completed at least five hours of mandatory inservice education related to the court-ordered desegregation by January 27, 1975. Planning for inservice activities for the second semester has been completed and the program is being implemented.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING Response 13.

RECOMMENDATION:

13. That resource information and new counseling techniques learned from meetings between Hispano counselors and Pupil Services be shared with non-Hispano counselors. Hispano counselors should be working with the assistant principal for pupil services in planning inservice activities for non-Hispano counselors in an effort to share information and new counseling techniques resulting from their experiences. Hispano counselors who would be willing to meet with counseling staffs who do not have an Hispano member of that staff, should make this known to the Office of Guidance Services. Arrangements would then be made between the principals and the assistant principals for pupils services in the respective schools to utilize the skills of this individual to conduct inservice offerings.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

Hispano counselors were involved as resource persons/leaders with non-Hispano counselors in carrying out a compensatory inservice program for junior and senior high school counseling during the spring of 1974. The program was designed to help improve guidance services for minority youth by helping counselors become better informed about the special needs of minority youth.

FUTURE PLANS:

The assistant principals for pupil services in secondary schools will be informed about the availability of Hispano counselors as resource persons in conducting inservice activities for their counseling staffs. A survey will be taken to determine which schools have utilized the special knowledges and skills of Hispano counselors on their staff to conduct inservice offerings.

COMMENTS: There are many highly-skilled and capable Hispano counselors in the Denver Public Schools. Their special knowledges and skills should be used in every way to improve the counseling skills of all counselors.

The Hispano Education Advisory Committee
Recommendations to the Board of Education

COUNSELING . Response 14.

RECOMMENDATION:

14. That the Denver Public Schools testing programs be expanded to include a Criterion Reference Test. Specifically, the design, development, and implementation of this customized diagnostic instrument may be used for specific classes and/or schools.

PRESENT STATUS OF RECOMMENDATION: (Divisio of Education)

In grades 3, 6, and 8, matrix sample models were developed using our computer resources. Single items were used in this limited pilot study to evaluate goals, intermediate objectives, and performance objectives in reading/language arts, mathematics, and social studies.

FUTURE PLANS:

An analysis of the results is now being used to develop expanded matrix samples at four levels of instruction (primary, intermediate, junior high, and senior high) in the areas of science and social studies. Multiple items per objective have been projected as a more logical approach to our criterion-referenced testing and will be used in the future.

COMMENTS:

RESPONSES

to the

CURRICULUM (READING) RECOMMENDATIONS

of the

Hispano Education Advisory Committee

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The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTRODUCTORY STATEMENT TO THE

CURRICULUM (READING) RECOMMENDATIONS

The Hispano Education Lay Advisory Committee is well aware of the importance of reading in the educational process. A child with a poor reading background eventually suffers because he lacks the foundation that facilitates and sustains the acquisition of knowledge in all subject areas.

We are also cognizant of the need for language development experiences in the classroom that help children who come to school with a sub-standard English background. A reading readiness program that utilizes a natural sequence for learning must provide the disadvantaged child with listening and speaking skills before teaching him to read and to write. This sequence facilitates the transcendance from his sub-standard English to formal English usage — the language of instruction. We, therefore, submit the following recommendations:

(continued)

The Hispano Education Advisory Committee
Recommendations to the Board of Education

CURRICULUM (READING) Response 1.

RECOMMENDATION:

1. That the Executive Directors of Elementary and Secondary Education and their assistants take necessary steps to provide inservice training in the use of Reading Packages for new teachers as well as retraining for teachers transferring from one reading package to another.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

At the elementary level this was done. All teachers new to packages, as well as those transferred to a school using a different package, received inservice instruction in August and will receive ongoing inservice throughout the school year. In addition, supervisors visit each school by themselves or with national consultants representing the package used in that particular school. Elementary coordinators also are in each building weekly to provide instruction and assistance to reading package teachers.

Reading packages in the true meaning of the term exist only at the elementary level. Reading instruction at the secondary level does not involve a "package" approach. Elementary teachers who teach reading packages are provided a paid inservice for a minimum of three days in August. Throughout the school year, there is additional inservice, some of which is paid and some of which is voluntary. There are four people in the Department of Curriculum Development who, together with elementary coordinators, provide additional inservice assistance to teachers who manifest the need for it. This frequently comes in the form of direct assistance in the classroom. There is no reason that any teacher of an elementary reading package should not be able to receive any inservice assistance necessary to do the job which is to be done. For reading laboratory teachers in secondary schools, there is a three-day inservice program provided each September. Substitute teacher time has been provided to cover the classes of teachers released for this inservice.

For those teachers involved in the federally-funded EDL reading laboratories, there is a monthly inservice concerning management of the laboratory as related to instruction. Teachers in those EDL reading laboratories which are funded exclusively by the Denver Public Schools have not been receiving any formal inservice during the school year.

Those schools which are modifying their reading laboratory approach are receiving individual help from Mr. Jim Roome or Ms. Eileen Allen to accomplish this transition.

FUTURE PLANS: The present provisions for inservice at the elementary level seem to be adequate. At the secondary level, those teachers in federally-funded laboratories seem to have adequate inservice opportunities. Teachers in District funded laboratories will be included in ongoing inservice programs in the future as funds permit. Those inservice activities which are voluntary will be opened immediately to all reading laboratory teachers.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

CURRICULUM (READING) Response 2.

RECOMMENDATION:

2. That elementary administrators adjust their school calendar so as to allow for orientation of pupils to reading packages new to them.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

This is usually carried out by teachers during the first part of each new school year. New students entering during the school year and at the beginning of the year are given placement tests for proper entry into the various reading packages.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

CURRICULUM (READING) Response 3.

RECOMMENDATION:

3. That, in paired schools, transportation of pupils take place after the end of the reading period so that pupils can continue using their present reading package; thus allowing for a sequential learning experience.

PRESENT STATUS OF RECOMMENDATION: (Division of Education) and
(Division of School and Business Services)

We have 37 elementary schools involved in the court-ordered pairing program. All schools in the pairing that are also in a reading package program teach reading in the home school.

We concur with the recommendation and we are following this plan now.

Buses are scheduled to return students to their home schools or residence areas after 2 hours, 35 minutes in the paired school. (9:00-11:35 a.m. or 12:45-3:20 p.m.) Instructional activities during these time-intervals at the paired school are under the control of the Division of Education. The educational advantages of the above recommendation are being studied by the Division of Education.

FUTURE PLANS:

We will review and continually evaluate reading achievement based on this recommendation and our present program practice.

Transportation schedules are constantly studied and altered in response to requests from the Division of Education. Such changes are dependent upon the priority of the request and the availability of transportation vehicles.

COMMENTS:

Available transportation resources are now fully utilized on very close schedules. Every effort will be exerted in order to provide services that are supportive of education programs.

A-19 & C

The Hispano Education Advisory Committee
Recommendations to the Board of Education

CURRICULUM (READING) Response 4.

RECOMMENDATION:

4. That the Formal English Usage Program be continued so that the needs of pupils with sub-standard English can be met. Teachers presently involved in this program consider the methods, techniques, and materials invaluable in terms of reinforcing all phases of language arts instruction.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

The Formal English Usage Program is in full operation at the present time.

FUTURE PLANS:

We plan to continue with the program as long as principals and teachers indicate a need for it.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

CURRICULUM (READING) Response 5.

RECOMMENDATION:

5. That more teacher aides be hired to assist in the implementation of all reading packages as well as other special programs.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

All allocations are being utilized with use determined by the Division of Education, principal, and negotiated agreement.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

CURRICULUM (READING) Response 6.

RECOMMENDATION:

6. That the kindergarten component of the Look-Listen-Learn (LLL) Reading package be purchased by the Denver Public Schools. An earlier exposure can expedite the acquisition of reading skills.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

This has been considered, and when funding is available this component part of the program will be phased in. This year we gave emphasis to grades four, five, and six.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

CURRICULUM (READING)

Response 7.

RECOMMENDATION:

7. That a system-wide evaluation of ongoing reading packages be made as soon as possible in order to surface areas of strengths and/or weaknesses. A large number of Hispano children have been exposed to the Distar Reading package, for example.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

A system-wide evaluation of ongoing reading packages has been in progress since September, 1971. Numerous reports and analyses have been made concerning areas of strengths and weaknesses. All of these reports are available in the Department of Development and Evaluation.

FUTURE PLANS:

Future plans include a continuation of the system-wide evaluation of ongoing reading packages, including the analyses of areas of strengths and weaknesses.

COMMENTS:

This subject was discussed Tuesday, November 19, 1974 on the KNME-TV program "Open Channel".

The Hispano Education Advisory Committee
Recommendations to the Board of Education

CURRICULUM (READING) Response 8.

RECOMMENDATION:

8. That Executive Directors at both levels (elementary and secondary) place the responsibility of articulation directly on administrators so that receiving schools are well apprised about student with reading and/or spelling problems.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

We have, as suggested in the recommendation, required that the principal of the sending elementary school and the principal of the receiving junior high school communicate and exchange the kinds of information regarding each student necessary for effective and meaningful placement of each student in his new school. The major emphasis has been in the areas of reading and math.

We have an articulation committee composed of representatives of the Department of Elementary Education, the Department of Secondary Education, and principals of both levels who meet many times each year to review this process.

The responsibility at the elementary level for articulation with the junior high school has rested with the principal of each elementary school. At the junior and senior high level, the responsibility for articulation is delegated by the principal to one of the assistant principals, usually the assistant principal for instruction. During the 1973-1974 school year, the executive directors at both levels (elementary and secondary) organized a committee representing both levels. This group organized the basic procedures necessary to improve communication between the levels, while retaining the flexibility necessary to meet needs in individual buildings. During the spring of 1974, several junior high schools initiated reading testing of sixth graders in contributing elementary schools. In addition, junior high counselors visit elementary schools, elementary-secondary teacher articulation meetings have been scheduled, and other varied activities have been carried out in order to communicate the needs of students going to the junior high school. Much of this effort served little purpose this year due to numerous late changes in pupil assignments to schools because of the Court Order.

FUTURE PLANS: The committee indicated above is now exploring other modifications in this communications process. This process is complicated due to the fact that some elementary schools send to ten or more junior high schools, and the kinds of information considered to be necessary varies. We concur with the concern and are working on a continuing basis to improve the transition process. Efforts are now underway to provide additional opportunities for secondary students to receive specialized assistance to improve reading skills.

There will be renewed effort by the Department of Elementary Education and the Department of Secondary Education to emphasize the need for more effective communication. Specific recommendations will be made to field administrators at both levels concerning the transmittal of information about needs of individual students in reading and spelling. Articulation between the various teaching levels will be of high priority in the coming year.

COMMENTS:

RESPONSES

to the

INTEGRATION RECOMMENDATIONS

of the

Hispano Education Advisory Committee

The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTRODUCTORY STATEMENT TO THE

INTEGRATION RECOMMENDATIONS

During this period of transition the Hispano Education Advisory Committee is concerned about negative individual and group reactions that may not be resolved via the present efforts to apprise the entire community. The possibility of a distoration of facts may be averted if the school system utilizes all local news media in order to inform the public about the on-going status of implementation of the desegregation order.

In order to enhance communication and provide a positive climate, this committee recommends the following:

(continued)

The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTEGRATION

Response 1.

RECOMMENDATION:

1. That Radio Station KFSC be asked to cooperate in disseminating information in Spanish relative to the Desegration Order and the present status of implementation.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

The Office of Press and Media Relations provides all radio stations with releases and cooperates with stations as they may request additional kinds of information.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTEGRATION Response 2.

RECOMMENDATION:

2. That the school calendar allow student orientation time for junior and senior high schools as follows:

   a. First day of school (orientation for 7th and 10th grade students)
   b. Second day of school (orientation for 8th and 11th grade students)
   c. Third day of school (orientation for 9th and 12th grade students)

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration) and (Division of Education)

At the opening of the 1974-1975 school year, the three day registration-orientation program was inaugurated city-wide in secondary schools. At the senior high level, it was combined with the college type registration for all students. It was judged to be a highly successful program from the viewpoint of the students and the staffs.

Students entering grades 7 and 10 have rather extensive orientation activities during the second semester each year.

FUTURE PLANS: It is anticipated that the three day registration and orientation program will be planned for the opening of the 1975-1976 school year. However, the time structure which seems most appropriate is as follows:

First day of school - orientation and registration for 9th and 12th grades
Second day of school - orientation and registration for 8th and 11th grades
Third day of school - orientation and registration for 7th and 10th grades

The reasoning for this grade-level order involves several factors. First, seniors in high school must have priority in selection of classes since it involves meeting graduation requirements of a rather immediate nature. Second, as the upper grade level students are registered first, they can and will volunteer to assist with the orientation of other students on subsequent days. Third, the largest group of students new to the building (7th and 10th grades) will have no interruption between their day of orientation and the start of their regular schedule of classes.

COMMENTS:

B-9 & A

The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTEGRATION

Response 3.

RECOMMENDATION:

3. That the three days of compensated inservice and twenty (20) hours of inservice without compensation for all teachers new to the Denver Public Schools be continued.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

Plans for the three days of orientation for new teachers in August of 1975 are presently being made and the sessions will be continued as long as budget allocation is made.

The 20 hours of inservice has become a regular part of the teacher appraisal form so that the hours become a matter of record.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTEGRATION Response 4.

RECOMMENDATION:

4. That transportation be made available for students who desire to participate in extra-curricular activities in receiving schools.

PRESENT STATUS OF RECOMMENDATION: (Division of School and Business Services)

Transportation for approved extra-curricular activities has been and is provided consistent with very practical considerations, namely:

- the availability of equipment as dictated by demand for basic to-and-from school transportation for students
- the review and approval of specific requests by the Division of Education
- economies of operation and scheduling to keep services within budgetary allocations.

Transportation is being made available to students on an increasing basis as additional buses have become available.
1973-74 - - approximately 3,000 trips
1974-75 - - estimated to double

FUTURE PLANS:

Transportation services will continue to be provided in accordance with Board of Education policies.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTEGRATION

Response 5.

RECOMMENDATION:

5. That financial and other support be given for school-community activities where participation and attendance reflect a heterogenous ethnic involvement.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

School buses are provided for certain school-community activities and school building use is geared to serving the school community. School staff is also available to support programs where staff expertise can be utilized.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTEGRATION Response 6.

RECOMMENDATION:

6. That inservice training relative to Hispano History, socio-cultural information, and other aspects of the culture be provided for teachers in order to allay fears and concerns about the Hispano. The committee is aware of Article 8-1-1 of the DCTA-Board of Education agreement.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

Inservice training in the area of Hispano history and culture is currently available. Mr. Charles Lopez is assigned full-time to the Office of Curriculum Development for this purpose.

FUTURE PLANS:

We plan to continue the program.

COMMENTS:

RESPONSES

to the

PERSONNEL RECOMMENDATIONS

of the

Hispano Education Advisory Committee

The Hispano Education Advisory Committee
Recommendations to the Board of Education

INTRODUCTORY STATEMENT TO THE PERSONNEL RECOMMENDATIONS

The Hispano Education Lay Advisory Committee recognizes that there has been a disparity in the hiring practices of the Denver Public Schools. It is also cognizant of constraints such as decreasing enrollment and an over-supply of teachers at this point in time. However, in the implementation of the desegregation Court Order, a strong effort must be made to comply with its mandates. We, therefore, recommend the following:

(continued)

The Hispano Education Advisory Committee
Recommendations to the Board of Education

PERSONNEL

Response 1.

RECOMMENDATION:

1. That every effort be made to hire Hispanos whose training and experience befit the existing vacancy.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

The Department of Personnel Services has a carefully-planned and expanding program for employing Hispano teachers and classified personnel so the skills and training of Hispanos may be utilized throughout the District.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

PERSONNEL Response 2.

RECOMMENDATION:

2. That an Hispano be upgraded to the position of Assistant Executive Director of Secondary Education.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

No allocation exists at the present time for an additional Assistant Executive Director in the Department of Secondary Education. Present positions were filled through the regular upgrading procedure and were based on preparation, fitness, and professional merit.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

PERSONNEL Response 3.

RECOMMENDATION:

3. That an Hispano with expertise be employed in Testing and Pupil Records.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

No allocation exists for this additional position.

FUTURE PLANS:

COMMENTS:

B-11b

The Hispano Education Advisory Committee
Recommendations to the Board of Education

PERSONNEL Response 4.

RECOMMENDATION:

4. That an aggressive recruitment program be initiated that will reflect a strong effort aimed at parity.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

An aggressive recruitment program is in existence which is increasing the number of Hispano employees in the Denver Public Schools.

The problem of the availability of Hispano graduates of schools of education is just beginning to be solved. Colleges have made visible efforts to recruit Hispano students and the number of graduates have begun to increase. The Department of Personnel has expanded the number of recruiters in the Southwestern colleges from two to five and has increased the number of campuses visited.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

PERSONNEL

Response 5.

RECOMMENDATION:

5. That every effort be made to hire Hispano paraprofessionals who are fluent in Spanish or have special skills in other aspects of the culture such as music, arts and crafts, and dancing.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration)

Paraprofessionals are employed to meet skills requested by principals. All paraprofessionals in the bilingual-bicultural program are fluent in Spanish with some skills in music, arts and crafts, or dancing.

FUTURE PLANS:

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

PERSONNEL

Response

RECOMMENDATION:

6. That the job classification of teacher/counselor in charge of the Metro Extension Centers be changed to Coordinator. Their administrative responsibilities justify their being upgraded.

PRESENT STATUS OF RECOMMENDATION: (Division of General Administration and Division of Education)

The responsibilities of this job classification are being reviewed and are under study by the Division of Education and the Personnel Department of the Division of General Administration.

FUTURE PLANS:

A recommendation for this job classification will depend upon the results of the review and study being conducted.

COMMENTS:

B-14 & A

RESPONSES

to

OTHER RECOMMENDATIONS

# of the

Hispano Education Advisory Committee

The Hispano Education Advisory Committee
Recommendations to the Board of Education

OTHER RECOMMENDATIONS Response 1.

RECOMMENDATION:

1. That funding be made available to Youth Motivation Groups such as the Latin American Student Clubs for excursions to places that reflect the history and heritage of minorities.

PRESENT STATUS OF RECOMMENDATION: (Division of Education) and (Division of School and Business Services)

Modest funds have been budgeted for 1974 and 1975 for youth motivational activities. Several secondary schools have received funds for activities designed to increase ethnic pride among students. Plans are being formulated to provide some assistance to secondary schools in relation to the merits of their proposals, probably limited to $1,000 per school. Consideration then would be given to any requests for excursions to places that reflect the history and heritage of minorities.

Bus transportation for excursions, because of basic demands for to-and-from school transportation, is generally only available between the hours of 9:00 and 11:00 a.m. on school days. Restrictions exist as to the availability of school buses for use beyond the metropolitan area because of budgetary considerations, service, and maintenance needs. If excursions are planned to locales such as the San Luis Valley, Santa Fe, or elsewhere, it is recommended that charter of commercial buses be planned.

FUTURE PLANS:

An Ad Hoc committee on youth motivation met in early December to discuss procedures and guidelines for the continued use of youth motivation monies in 1975. The fourteen member committee was comprised of elementary, junior, and senior high administrators, teachers, and a junior and senior high school student. The committee discussed youth motivation programs at the elementary, junior, and senior high levels and made recommendations for funding of some of these activities.

Changes in future service will depend upon additional transportation resources.

COMMENTS: Many schools will be utilizing Emergency School Aid Act funds to carry out youth motivation activities including assistance on excursions. Fifteen secondary schools now have a youth motivation task force which will be responsible for assessing pupils needs and coming up with programs to meet those needs.

A-28 & C

The Hispano Education Advisory Committee
Recommendations to the Board of Education

OTHER RECOMMENDATIONS

Response 2.

RECOMMENDATION:

2. That the Driver Education Program be continued and that the school system keep the students and community well apprised of the benefits of this program.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

The Driver Education Program is in operation at the present time.

FUTURE PLANS:

Future plans are indefinite in that rising gasoline costs and the difficulty in obtaining cars from Denver automobile dealers will force a re-examination of this program. It is anticipated that the program will continue but the program may have to be restructured.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

OTHER RECOMMENDATIONS Response 3.

RECOMMENDATION:

3. That the College Registration Procedure presently used at some of the high schools be expanded to all senior high schools. Although counselors continue to assist each counselee prior to registration, this process is more expeditious. It also gives the counselee a sense of responsibility, prepares him for college level registration, and frees counselors to assist those counselees who require additional help.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

The college-type registration procedure was extended to all senior high schools in September, 1974. The general response to it has been favorable. Although some problems were encountered, they have been analyzed and seem to be resolvable.

FUTURE PLANS: For the second semester of the 1974-1975 school year, all senior high schools except one elected to again follow college type registration procedures. This single school, after a polling of staff members, requested a return to computer scheduling.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

OTHER RECOMMENDATIONS

Response 4.

RECOMMENDATION:

4. That the school system continue to provide the staff and the support necessary for the implementation of House Bill 1164 along with the Program for Pupil Assistance. We believe that the methods and techniques being taught to teachers during the inservice can be invaluable in identifying the handicapped, using referral procedures, improving classroom organization and management, and applying learned competencies to the problems of the handicapped.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

The House Bill 1164 inservice training for regular education teachers is being continued in accordance with the recommendation. The inservice program for the school year 1974-1975 is available to any regular education teacher wishing to participate. The primary purpose is to equip an enlarged group of general education teachers with the skills necessary for identification of the handicapped child, the attitudes necessary for acceptance in the classroom, and the sets of skills and competencies necessary to work with the child who is diagnosed as mildly or moderately handicapped within the regular classroom.

It is anticipated that a number of teachers (K-12) in excess of 1700 will participate in one or more phases of the training program during the year.

FUTURE PLANS:

This inservice program has been successful and members of the Division of Education will continue to work with the State Legislature to impress them with the need for continuation.

COMMENTS:

The Hispano Education Advisory Committee
Recommendations to the Board of Education

OTHER RECOMMENDATIONS Response 5.

RECOMMENDATION:

5. That the Career Opportunity Program (COP) be continued. Thus far, the day-to-day performance of enrollees in training has reflected such a high level of dedication and commitment, that most administrators have recommended that COP graduates be employed in the schools where they fulfilled their practicum assignments.

PRESENT STATUS OF RECOMMENDATION: (Division of Education)

Because of the current large surplus of trained teachers in the country and the provisions for training of aides and other paraprofessionals in other federally-funded programs, it appears that the attitude of the federal government regarding Career Opportunity Programs is that it is no longer needed as a national priority and therefore not considered for funding.

FUTURE PLANS: Wherever paraprofessionals and aides are employed in federal programs, training of these aides is required as part of the funding agreements. The Office of Federal Projects in concert with the Division of Education will be searching for and alert to any possible funding sources which may provide as a substitute or supplement to a Career Opportunity Program during the present and coming years.

The present Career Opportunity Program now being conducted by the Denver Public Schools under federal funding is scheduled to be terminated as of June 30, 1975. This termination has been determined nationally by the U. S. Office of Education and by funding appropriation by the Congress on a preset time line established approximately three years ago at which time the program began phase-out schedule. From the most recent reports on appropriations by Congress, there appears to be no funds available in the FY '75 Office of Education appropriation to continue this program.

COMMENTS:

Exhibit 30

This exhibit is on file at the
U.S. Commission on Civil Rights.

Exhibit 31

T.E.A.M.S. -- PURPOSE, ACCOMPLISHMENTS, GOALS

T.E.A.M.S. (The East And Manual Supporters) was formed in June 1974 for the purpose of providing a continuing means of organizing and maintaining community involvement in and support for a program of quality integrated education in the East-Manual Complex for the benefit of all students now and hereafter attending East High School and Manual High School. The T.E.A.M.S. Board and membership draws from all geographic areas attending the two schools, and although it is primarily made up of East and Manual parents, there has been continual participation from faculty, students, administrators, and the community at large. At one of our early meetings in 1974, our Board unanimously agreed to endorse the first page of the Philosophy of the Complex, a document which was the result of the work of an East-Manual Faculty Task Force in May of 1974 (a copy of this Philosophy is attached). The DPS Administration had rejected this Philosophy, even though it represented East and Manual staff views and ideas on how to execute the Court Order in regard to the East-Manual Complex.

The primary result thus far of T.E.A.M.S.' continual and extensive efforts to support East and Manual and the Complex has been that of keeping the lines of communication open among all involved in the East-Manual community -- parents, students, faculty, downtown administrators, School Board members, and the East and Manual administrators themselves. We sometimes wonder if all these people important to the success of East and Manual and the Complex would have been informed of the status and progress of the two schools if T.E.A.M.S. had not persisted in trying to realize its original purpose of supporting the two schools and promoting educational and social benefits for all their students.

Specifically, T.E.A.M.S.' efforts have resulted in helping get approval for continuation of existing Complex programs and establishment of new ones. T.E.A.M.S. was instrumental in getting approval for the 1974 Summer Orientation Program at Manual, which was vital to the smooth beginning of the new Manual High School. T.E.A.M.S. objected strenuously to mid-year faculty cuts, and the School Board passed the Blair Resolution prohibiting such cuts. T.E.A.M.S. carried on extensive debate and questioning over the fact that a student had to lose one entire class period in order to take a class at the other school; this year there are two "passing periods" for travelling to the other school so that no class time is lost. (We are still looking into improvement of the transportation and scheduling problems of the Complex.) T.E.A.M.S. meetings have afforded many people an opportunity to ask questions, to talk to administrators, faculty, and parents from both schools, and generally to air problems and suggestions they or their children have regarding East or Manual or the Complex.

Now that the East-Manual Complex is not part of the Court Order and must be continued at the pleasure of the School Board and the DPS Administration, T.E.A.M.S.' purpose and efforts will remain the same. We have seen the benefits (educational, economic, social) of the Complex, and we believe it is necessary to the success and future not only of East and Manual but also of the entire Denver Public School system. The Complex has an appeal that is necessary for perpetuating quality and growth in a city school system such as ours. Therefore, T.E.A.M.S. will continue its purpose of supporting East and Manual and the Complex and of working toward quality integrated education in these schools (which we believe in turn will bring positive results for the entire system). Our immediate efforts will have to be "selling" the Complex to the School Board and the DPS Administration. Once the Complex is approved, we will work toward furthering the excellence of East and Manual as individual schools and as they enhance their offerings through the vehicle of the Complex. T.E.A.M.S. is eagerly anticipating the birth of a cooperative spirit in the DPS central administration toward the Complex, once it becomes part of DPS policy. The Complex has tremendous potential which has not only not been encouraged but has actually been stifled. As part of its supportive role and purpose, T.E.A.M.S. would welcome the opportunity of serving in an advisory capacity for helping the Board and Administration to develop the Complex.

(This written statement was given upon request to the U.S. Civil Rights Commission
t the hearings on Feb. 19, 1976.)

TO: EAST-MANUAL FACULTIES AND STAFFS

FROM: THE PHILOSOPHY TASK FORCE: Beverly Biffle, Warren Boatright, Robert Colwell, Paul Hamilton, Sara Katz, George Morrison, Jr., Richard Schraeder, James Shiklee, James Ward

DATE: MAY 22, 1974

SUBJECT: PHILOSOPHY OF THE EAST-MANUAL COMPLEX

The East-Manual Complex is an exciting opportunity to provide innovative, quality, integrated education for all students within the East and Manual school boundaries. The students in the Complex represent the major ethnic and racial groups within the city and span the socio-economic range; thus it becomes imperative that a good, sound program in both the academic and career oriented areas be provided to meet the diverse needs and interests of the student body.

Programs in the Complex should strive to meet the needs of the people involved: students, faculty, administrators, parents and the community at large. Attempts will be made to establish opportunities to develop understandinng and respect among people with differing value systems and to enable students to function in a multi-racial, multi-ethnic urban environment. In order to meet this goal, the following must be done: (1) establish methods to resolve conflicts so that an environment conducive to the educational process will be established, and (2) develop an excellent communication system between the schools and the community which the schools serve. Involvement in the community by students, teachers, administrators and the community is essential in developing methods to accomplish this end.

Because of the heterogeneous composition of the Complex's student population, educational opportunities at both schools must be complete but varied. Neither Manual nor East will be identified as the Complex's "academic" or "vocational" school. Each school will offer a complete range of courses and programs to meet the needs and abilities of all students assigned to them. However, in order to enhance the students' educational opportunities, all non-duplicative courses and programs will be made available to all students at both schools. Further educational opportunities can be created by encouraging teachers, with the aid and cooperation of students, other staff, and community members, to develop and implement innovative programs both in and out of the classroom.

Although the East-Manual Complex will begin as two separate schools working together, each with its own identity, programs, and staff, it is envisioned that the Complex may develop into a union of the two schools, which would function as one school operating out of several buildings. The final direction the Complex takes will require a developmental process that carefully analyzes the difficult problems and conflicts. This analysis will determine which direction and which philosophy will provide the optimum learning environment for all students within the Complex. The on-going creation of the Complex will be shaped by the efforts and in-put of students, teachers, administrators, parents and the Denver community at large as they interact with this exciting educational process.

TO: East-Manual Faculties and Staffs

FROM: The Philosophy Task Force

DATE: May , 1974

SUBJECT: Additional Ideas for the East-Manual Complex

The Philosophy for the East-Manual Complex and the Directions for the East-Manual Complex in 1974-75 are a compilation of recommendation and ideas developed by the East-Manual faculties at the May 15, 1974 combined meeting at East High School. The following ideas were not incorporated in either the "Philosophy" or the "Directions", but they are listed here for future consideration and possible implementation.

1. school without walls concept
2. more psychologists and social workers
3. modular scheduling
4. skill courses in curriculum; essay writing on how to take tests.
5. attendance policy for course failures: i.e. 15 absences is an automatic failure.
6. investigate possibility of extra-curricular activities during regular school day
7. try to minimize needs for absences to carry out special class programs: choir, ROTC, field trips
8. 'Buddy System' for incoming students

T.E.A.M.S. Board Members
(The East And Manual Supporters)

M William Coker, President
2459 Gaylord St., 80205 333-4558

E LeRoy Haynes, Vice President
2732 Cook St., 80205 399-2921; 355-6774

M Mrs. Jerome P. McHugh (Anabel), Secretary
311 Jersey St., 80220 322-4453

E Mrs. Richard B. Harvey (Dottie), Treasurer
3817 So. Wabash St., 80237 771-1212

M George H. Hopfenbeck, Jr., Past President
450 Race St., 80206 322-8310

E Mrs. Robert Priester (Marge)
1428 E. 4th Ave., 80218 733-5603

E Mr. and Mrs. F. Joseph McGarry (Gwen)
666 Franklin St., 80218 322-3240

M Robert Woodward, Immediate Past President
790 Niagara St., 80220 377-8044

M Mrs. Ernest Cotton (Joan)
6037 E. 6th Ave., 80220 322-7468

M Mrs. Zack Jordan (Nancy)
830 Olive St., 80220 333-9295

M Mrs. Leo Nieland (Dorothy)
444 Clermont St., 80220 355-1187

M Mr. and Mrs. Jerry Conover (Katie)
99 So. Bellaire St., 80222 377-2077

M Mr. and Mrs. Philip Schoelzel (Leah)
517 Dahlia St., 80220 322-5253

E Mrs. Barbara Karr
8374 E. Kenyon Drive, 80237 771-3883; 534-0821

E Mrs. John W. Cramer (Jo)
7802 E. Kenyon Drive, 80237 771-2101

M Mrs. Michael Sturges (Debbie)
6840 Richtofen Pkwy., 80220 321-1824

M Mrs. Harry Lewis, Jr. (Tanny)
105 Southmoor Drive, 80220 388-0446

M Mrs. Jack Carey (Betsy)
1006 Olive St., 80220 333-5131

E Mrs. Lawrence Dunning (Barbara)
8008 E. Jefferson Ave. 771-1439

E Jess Ainsworth
2330 Krameria St., 80207 355-9518

M Mrs. La Vern Kampmann (June)
557 So. Pearl St., 80209 722-3632

M Mr. and Mrs. Kenneth D. May (Hazel)
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M Mrs. Fred Witsell (Shirley)
8 Crestmoor Drive, 80220 388-2594

M Mr. and Mrs. Philip Johnson (Virginia)
458 Eudora St., 80220 333-6246

T.E.A.M.S. Board (pg. 2)

E Mrs. Theodore Treffinger (Joyce)
8314 E. Kenyon Drive, 80237 770-4092

E Mrs. Morris Weaver (Shirley)
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M Mr. and Mrs. Robert Buckland (Betty)
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M Mr. and Mrs. L. Douglas Hoyt (Aggie)
357 Jersey St., 80220 333-7425

M Dr. and Mrs. Jerry Appelbaum (Pat)
4230 E. 1st Ave., 80220 355-9613

E. Mrs. Olivet Cra[illegible]
2148 Gilpin St., 80205 534-6968

E Kenneth L. Tharp
2310 Ash St., 80207 322-0940

M Mrs. Vivian Blackwood
2436 Gaylord St., 80205 377-9336

M Lewis Walker
2455 Franklin St., 80205 861-1607

E Dr. Martin Ovitz
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E Mrs. Peter Dot [illegible]
1899 York St., 80218 355-4279

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M Mrs. Oneta Thrower
15 Forest St., 80220 399-0477

M Mrs. George Rucker (Jennie)
3327 Gaylord St., 80205 534-4505

M Mrs. Georgia Branch
2803 Gaylord St., 80205 825-2743

M Mrs. John Chafee (Ann)
45 So. Bellaire St., 80222 322-0782

M Mrs. David Claassen (Carol)
70 So. Forest St., 80222 333-0654

M Rev. and Mrs. Robert A. West (Alice)
2 Adams St., [illegible], 80206 377-7294

M Mrs. Mimi Horsley
411 Ivanhoe St., 80220 377-6152

M Mr. and Mrs. Jack Kenny (Ceci)
50 Jersey St., 80220 322-2065

E Mrs. Roy Romer (Bea)
4600 Montview Blvd., 80220 355-6215

M Mr. and Mrs. Harry Doyle (Nancy)
4[illegible] So. Elm St., 80222 333-[illegible]

- George Cook
2945 Locust St., 80207 377-0969

M & E Mrs. Joe Archuleta (Pa[illegible])
1655 Monaco Pkwy., 80220 388-9090

T.E.A.M.S. Board (pg. 3)

M Mrs. Bruce Paul (Donna)
494 Leydon St., 80220 322-8624

E Judge and Mr . Morris E. Cole
4895 E. 17th Ave., 80220 321-0277

M Mrs. Joel Cronenwett (Laura)
330 Bellaire St., 80220 388-1237

M Mr. and Mrs. John Stark (Donna)
1231 Ulster St., 80220 322-5838

M Judge and Mrs. Clifton Flowers (Mary)
700 Krameria St., 80220 321-6565

M Mr. and Mrs. Don Barker (Lynn)
1973 Forest Pkwy., 80220 355-3988

M Mr. and Mrs. Ed Hewett (Esther)
205 Kearney St., 80220 355-0856

M Dr. and Mrs. Harry C. Ward (Betty Jo)
766 Monaco Pkwy., 80220 388-2568

M & E Mrs. Robert D. Gibbons (Sary)
1953 Krameria St., 80220 355-9929

M Mrs. Betty Ross, Co President of Manual P.T.S.A.
3024 Humboldt St., 80205 534-0595

E Mr. and Mrs. Gerald Burton (Kathy)
655 Franklin St., 80218 355-6839

M Mr. and Mrs. Carl Wells (Allie,
321 Jasmine St., 80220 355-7717

E Phil Yarter, President of East P.T.S.A.
2315 Eudora St., 80207 333-0113

M Mrs. Stanley G. Saliman (Karen)
1643 Monaco Pkwy., 80220 377-7442

Exhibit 32

This exhibit was not received in time for publication.

Exhibit 33

The information requested for this exhibit was not available.

Exhibit 34

THE COMMUNITY EDUCATION COUNCIL

2301 South Gaylord Street   Denver, Colorado
753-2889   80210

August 13, 1975

Dear Volunteer Monitor:

You are hereby appointed a representative of the Community Education Council for the purpose of serving as a monitor in ______________________________ School of Denver.

Your appointment is made under the authority granted me by Judge William E. Doyle of the Tenth District Federal Court of Denver, and you will serve under the direction of Mrs. Jean Emery, Chairperson of the Monitoring Committee of the Council. Your specific duties will be outlined for you by one of the subcommittee chairpersons of this Committee.

The school administration has stipulated that all C.E.C. monitors who visit the schools to observe and report to the Council on the implementation of the court-ordered desegregation plan must show the principal a regulation identification badge. If you are unable to be present at the August 13 Orientation meeting where identification photographs are to be taken by DPS personnel, please contact the C.E.C. member to whom you will report for instructions in securing your I.D. badge.

Please accept my thanks for your willingness to serve in this responsible task which calls for people of sound judgment, patience and understanding during a critical period in the history of the Denver Public Schools.

Sincerely yours,

Maurice B. Mitchell, Chairman

The Community Education Council (CEC) is a monitoring group appointed by Judge William E. Doyle of the Tenth District Federal Court under paragraphs 13 and 14 of his Final Judgment and Decree, Civil Action No. C-1499, dated April 17, 1974.

THE COMMUNITY EDUCATION COUNCIL

2301 South Gaylord Street Denver, Colorado
753-2889 80210

August 20, 1975

DEAR MONITOR:

YOU WILL FIND ONLY ONE COPY OF THE MONITOR'S GUIDE IN THIS PACKET.

MORE ARE BEING PRINTED.

IF YOUR SCHOOL PRINCIPAL DOES NOT RECEIVE HIS OR HER COPY FROM YOUR FELLOW MONITOR, PLEASE CALL THE C.E.C. OFFICE, AND AS SOON AS MORE ARE AVAILABLE, A GUIDE WILL BE MAILED DIRECTLY TO THE PRINCIPAL.

753-2889

The Community Education Council (CEC) is a monitoring group appointed by Judge William E. Doyle of the Tenth District Federal Court under paragraphs 13 and 14 of his Final Judgment and Decree, Civil Action No. C-1499, dated April 17, 1974.

MONITOR'S GUIDE

A GUIDE FOR MONITORS ASSIGNED TO
THE DENVER PUBLIC SCHOOLS
BY THE COMMUNITY EDUCATION COUNCIL
1975-76 School Year

The Community Education Council

2301 South Gaylord Street Denver, Colorado
753-2889 80210

The Community Education Council (C.E.C.) is a monitoring group appointed by Judge William E. Doyle of the Tenth District Federal Court under paragraphs 13 and 14 of his Final Judgment and Decree, Civil Action No. C-1499, dated April 17, 1974.

MONITOR'S GUIDE

BRIEF BACKGROUND OF DESEGREGATION IN DENVER SCHOOLS

After a long and complicated legal proceeding referred to as Keyes et al vs. School District No. 1, Denver, Colorado, et al, involving a series of appeals to the U. S. Circuit Court and finally the U. S. Supreme Court, it was determined by the courts that the Denver Public Schools operated as a "dual system" segregated by force of law, providing unequal educational opportunity for minority students, in violation of the 14th Amendment of the Constitution.

In compliance with the opinion of the U. S. Supreme Court, U. S. District Judge William E. Doyle ordered the desegregation of the Denver Public Schools, according to a plan developed by Dr. John A. Finger, Jr., a court-appointed professional consultant, effective with the commencement of the school year, September, 1974. The plan provides for total desegregation of the schools and involves all of the schools of the system. The implementation of the plan provides for fundamental restructuring of the educational system and the transportation of a number of students to schools other than those previously attended.

Therefore, the impact upon the community and upon individual students, teachers and families continues to be great. To further the implementation with maximum advantage to our children and minimum disruption of the educational process, understanding, patience, good will and careful planning will be required on the part of the total community and the school administration.

THE COMMUNITY EDUCATION COUNCIL

The Community Education Council was appointed by U. S. District Judge William E. Doyle on April 30, 1974, pursuant to his decree of April 8, 1974, requiring the desegregation of the Denver Public Schools. C.E.C. is to serve as a "Monitoring Commission," charged with the following responsibilities:

a. Coordinate implementation of Court desegregation plan;
b. Educate the community as to the Court's findings;
c. Educate the community as to the provisions of services and facilities of the school system;
d. Receive and consider comment, criticism and suggestions; assist in working them out, and report results to the Court;
e. Report progress to the Court and monitor progress.

The Community Education Council is composed of citizens representative of all segments of the Denver community. The Council has organized itself, elected officers, appointed standing committees and sub-committees, and is functioning presently to discharge its responsibilities.

To assist C.E.C. in its monitoring function, volunteer monitors from the community will be appointed according to criteria established by the Monitoring Committee. It is the purpose of this guide to assist these monitors in the understanding and execution of their assignments.

APPOINTMENT OF MONITORS FOR C.E.C.

One of the standing committees of the Community Education Council is the Monitoring Committee, comprised of members of the Council. Responsibility for monitoring has been divided into three school levels---Elementary, Junior High and Senior High---and Bilingual/Bicultural. Monitoring responsibility for each school level and for bilingual/bicultural schools has been assigned to a Council member as chairperson. In turn, the chairperson has assigned other Council members the monitoring responsibility for a group of schools. Every school in the district is assigned to a Council member.

Council members assigned to specific schools are responsible, in cooperation with the chairperson, for the appointment of volunteer monitors to assist in the monitoring process in each school. In most cases, more than one monitor will be appointed for each school or pair of schools (in the case of the Elementary schools) to assure proper representation of various groups interested in the school, taking into account geographical, ethnic, student, parent and community concerns.

The Community Education Council appreciates the willingness of monitors to serve in the schools. This is a challenging and sensitive assignment. Monitors will assist greatly in carrying out the charge C.E.C. has been given by the Court, and will contribute significantly to the orderly implementation of the desegregation plan. Hopefully, the combined efforts of monitors and Council will bring greater educational opportunity to all the children of this community. That must be our singular goal.

Monitor assignments are made for the entire school year.

RESPONSIBILITIES OF MONITORS

Monitors are exclusively responsible for fact-finding, information-gathering, observation, information-evaluation and reporting.

Monitors should perform these duties with an objective, open-minded, unbiased attitude. The principal guide in evaluating school performance should be the demonstrated commitment on the part of the school administration, teachers, staff, students and parents to honest and effective implementation of the Court plan and the provision of equal educational opportunity for all children.

1. Monitors are encouraged to develop positive, harmonious relationships with the school and its constituents, based upon mutual understanding and trust. Such relationships will open reliable, representative channels of communication and promote free flow of valid information which can be reported and acted upon.

2. It will be essential that close communication be maintained throughout the school year between Monitors and Council members assigned to the same schools, in order to assure a constant and reliable flow of information from the various schools to the C.E.C.

3. Monitors are expected to explain their role and function to persons and groups concerned with the affairs of the school, but they should never presume to interpret or evaluate publicly school compliance or non-compliance with the Court order. Monitors should not publicly express personal positions on matters affecting the school, nor should they publicly evaluate or interpret actions or positions of the Community Education Council, the school administration, or the Court.

4. Monitors must never assume an advocacy role. Neither should they attempt to negotiate, resolve or reconcile differences of position regarding matters affecting the assigned school.

5. Monitors should receive and relay suggestions, petitions or complaints from interested groups or individuals, and should facilitate communication and finding of fact.

6. Monitors should refer requests for speakers before school or community groups to the C.E.C.

7. Undoubtedly many school matters will be brought to the attention of the monitor which are not germane to the Court Order. Monitors should not allow themselves to become sponges for individual petty gripes or problems.

8. Questions have arisen concerning the proper role of the monitors in relation to specific disciplinary decisions within individual schools. Some principals and some parents have requested that monitors be present during conferences where such decisions are made. To help clarify the monitor's role, the following guidelines have been developed:

a. At the request of the principal, a monitor may be present as an observer when disciplinary decisions are made. A monitor may OBSERVE ONLY, and not enter into the decision-making process in any way. If a parent requests that the monitor be present, the monitor may ask the principal's permission to attend. No monitor is required to attend any disciplinary hearing, nor should he or she ask to be allowed to attend.

b. Good judgment and sensitivity to the situation are probably the best possible guides, but if a situation arises, and the monitor has questions about how involved one should become, he or she should not hesitate to call a Monitoring Chairperson. If the monitor does sit in on such a meeting with the principal's permission or at the principal's request, a full report of the conference should be made by the monitor through the appropriate Council member.

MONITOR-SCHOOL RELATIONSHIPS

C.B.C. believes the following principles should govern the monitor-school relationship:

1. At all times monitors will respect the authority of the principal as the chief administrator of the school. Under no circumstances should this authority be questioned, challenged or undermined.
2. Monitors will keep the principal informed at all times of his or her activities.
3. Monitors appointed to the same school may operate as a team. Effort should be made to conduct the initial interview with the principal as a team to avoid undue intrusion on the principal's time. Monitors are encouraged to conduct individual observation and review. However, reports and evaluations may be a team effort when monitor consensus prevails. Otherwise, monitors should feel free to submit reports and

evaluations expressing an individual point of view. In any event, care should be exercised not to impose unduly on the time and attention of the principal.

4. Monitors will review with principals in advance of delivery all reports and evaluations to be forwarded to the C.E.C. The principal should be given the opportunity to attach his own comment, observation or criticism to the monitor's report. It should be made clear that this process does not suggest a negotiation with the principal, but is proposed to maintain open, honest communication between monitor and principal.

5. Monitors shall have access to school building and grounds.

6. Monitors will have authority to monitor classes in session after establishing a procedure with the principal regarding classroom visitation.

7. Monitors may interview teachers or staff during school hours, but should not interfere with assigned school activities.

8. Monitors should feel free to interview students within existing Denver Public Schools policies.

9. Monitors are encouraged to interview or discuss school matters with parents or other concerned persons.

10. Monitors should have the authority to monitor the assigned school's transportation program, including the right to board and ride school buses when appropriate.

PROCEDURES FOR MONITORS

A. As soon as possible after August 15, monitor teams should contact the school principal to set up an appointment for a meeting to obtain information as contained in the School Information Form. This meeting should lay the groundwork for a constructive, cooperative relationship with the principal concerning the scope of monitoring activities, communication, monitor access to school facilities, monitor relationships with administration, teachers, staff, students and parents. It is suggested that the principal be supplied with a copy of The Monitor's Guide so that he or she may know the ground rules under which monitors operate. One copy of the completed School Information Form should be sent to the appropriate Council member as soon as possible after August 15, so that evaluations may be made, problems identified, and remedial action taken where necessary before school opens. One copy may be retained by the monitor for background information.

B. At the opening of school it is important that monitors observe as closely as possible the school's activities. Based upon information received previously, an evaluation and report should be submitted to the monitor's Council member as to the successful implementation of school plans, the orderly reception and orientation of students, proper assignment to classes, the exercise of good discipline, the facility with which problems are resolved, and the general demeanor and attitude of administration, teachers, staff, students and parents, as best as can be ascertained.

Should monitors observe or be informed of serious problems or tensions that arise at any time in the school, this information should be reported immediately to the principal, after all pertinent facts possible have been obtained. The information should also be reported as soon as possible to the Council member. Reports of this nature should be transmitted in person or by telephone, but should be followed immediately by a written report so that a proper record may be maintained.

Through this communication process, problems of a serious nature will immediately be called to the attention of the school administration, and, if appropriate, to the Court for action and resolution. In such cases Council members will keep monitors currently informed of action on or disposition of problem situations.

C. After the first several weeks of school, the C.E.C. and the monitors will have had an opportunity to observe and evaluate the progress of implementation. The monitoring process from that time forward throughout the school year will be conditioned by the combined experience and judgment of monitors and Council members. Criteria and procedures will be discussed and developed according to existing circumstances.

PREPARATION OF MONITORS

Monitors are encouraged to study all the material in his or her packet concerning the constitutional basis of the Court Order and the provisions of the order (William M. Beaney's "Perspective," and the League of Women Voters' "Composite").

Also in the packet will be found material for use in monitoring the school to which the monitor has been assigned:

1. Maps for all school levels;
2. Lists of schools with address, phone number and principal of each;
3. School assignments listed under specific C.E.C. Council members;
4. School Information Report form;
5. Monitor Report form.

OUR COMMITMENT

All children of this nation are entitled to equal educational opportunity. The Supreme Court of the United States has decreed that Denver must desegregate its schools to accomplish this great purpose as a condition of Constitutional right. This will not be an easy or popular task. Many of our children and families will be burdened by its accomplishment---some more heavily than others.

All of us who have accepted some responsibility for the orderly implementation of the United States Supreme Court Decree are acting only in the interests of our children. We are committed to uphold the law of the land. Our children must not be the victims or the pawns of political or philosophical passions of their parents.

Men and women of good will and good sense can and will, in such times, adopt a system of public education in Denver that will operate to the benefit of the children we are dedicated to educate.

c.e.c. 8-1-75

COMMUNITY EDUCATION COUNCIL, 2301 South Gaylord Street, Denver, Colorado
753-2889
80210

SCHOOL INFORMATION FORM

School ____________________

Date ______ Monitor ____________ Address ________ Phone ______

Date ______ Monitor ____________ Address ________ Phone ______

Date ______ Monitor ____________ Address ________ Phone ______

The initial interview with the school principal (August 15-29) should cover the following matters:

1. Rated school capacity ____________________
2. Projected student census (Sept.): Approx. ave. class size ________
   Holdover ____________
   New ____________
   a. Ethnic composition:
      Anglo ________ Black ______ Hispano ______ Oriental ______
3. Administrative personnel:
   a. Ethnic composition:
      Anglo ________ Black ______ Hispano ______ Oriental ______
4. Teacher personnel:
   a. Ethnic composition:
      Anglo ________ Black ______ Hispano ______ Oriental ______
   b. Are all teacher assignments made? Yes ________ No ______
      Yet to be made ________
   c. Number of substitute teachers ____________
5. Non-teaching staff personnel (Secretary, Custodian, Lunchroom help, Aides, etc.):
   a. Ethnic composition:
      Anglo ________ Black ______ Hispano ______ Oriental ______
6. Transportation:
   Have adequate plans been made for transportation of all students entitled: Yes ______ No ______ Explain ____________
   ____
   Approximately how many students will be bused in? ____________
   Have parents and students been notified of time and place of available transportation? ____________
   ____

C.E.C. School Information Form, 2

Equipment and personnel committed? ____________________

Bus aides employed? Yes_______ No __________ Number __________

7. Obtain current planned curriculum offering:

   a. Specify special educational offerings and staffing:

   b. Specify bilingual/bicultural offerings and staffing:

   c. Specify bilingual/bicultural inservice training sessions:
   When? ____________________ How many? ____________

8. Identify serious physical plant deficiencies:
(Example: lack of library facilities, counseling or lab facilities, etc.)

9. Identify serious equipment deficiencies:
(Example: projectors, gym equipment, books, etc.)

10. What plans and programs have been adopted and carried out for the specific purpose of implementing desegregation orders?

    a. Teacher orientation:
    Identify specific programs which have been or are planned to be carried out to orient teachers to the special programs and activities of the coming school year, with emphasis on human relations training, multi-cultural training, discipline training, proper student reception, parent relationships, etc. Are there specific teacher or committee assignments which have been made to continue the desegregation order?

C.E.C. School Information Form, 3

b. Student orientation:
Identify any programs which have been or are planned to be carried out to involve and orient students to their school activities in the new school year. Have reception committees been organized to receive new students?

c. Parent orientation:
Identify specific programs which have been or are planned to be carried out to involve parents of previous students and new or transferring students. What are plans for organization of effective PTSA? Has parent leadership, both old and new, been identified? Are there any plans for parent involvement in helping to welcome and orient children, to present positive support to orderly school opening, and to help maintain discipline if necessary?

11. Identify principals' primary concerns about school opening, and preparation for the opening:

Does he feel he is getting proper support for his programs from the Administration? ____________________

12. What is your impression of the reception you received from the principal, his openness and frankness, his dedication to the orderly implementation of the Court Order and the state of preparedness for school opening? ____________________

c.e.c. 8-1-75

COMMUNITY EDUCATION COUNCIL, 2301 South Gaylord Street, Denver, Colorado
753-2889 80210

SCHOOL INFORMATION FORM

School ____________________

Date ______ Monitor ____________ Address ________ Phone ______

Date ______ Monitor ____________ Address ________ Phone ______

Date ______ Monitor ____________ Address ________ Phone ______

The initial interview with the school principal (August 15-29) should cover the following matters:

1. Rated school capacity ____________________
2. Projected student census (Sept.): Approx. ave. class size ________
   Holdover ____________
   New ____________
   a. Ethnic composition:
      Anglo ________ Black ______ Hispano ______ Oriental ________
3. Administrative personnel:
   a. Ethnic composition:
      Anglo ________ Black ______ Hispano ______ Oriental ________
4. Teacher personnel:
   a. Ethnic composition:
      Anglo ________ Black ______ Hispano ______ Oriental ________
   b. Are all teacher assignments made? Yes ________ No ________
      Yet to be made ________
   c. Number of substitute teachers ____________
5. Non-teaching staff personnel (Secretary, Custodian, Lunchroom help, Aides, etc.):
   a. Ethnic composition:
      Anglo ________ Black ______ Hispano ______ Oriental ________
6. Transportation:
   Have adequate plans been made for transportation of all students entitled: Yes ______ No ______ Explain ____________
   ____
   Approximately how many students will be bused in? ________
   Have parents and students been notified of time and place of available transportation? ____________
   ____

C.E.C. School Information Form, 2

Equipment and personnel committed? ____________________
Bus aides employed? Yes________ No ____________Number ____________

7. Obtain current planned curriculum offering:

   a. Specify special educational offerings and staffing:
   ____
   ____

   b. Specify bilingual/bicultural offerings and staffing:
   ____
   ____

   c. Specify bilingual/bicultural inservice training sessions:
   When? ____________________How many? ____________

8. Identify serious physical plant deficiencies:
(Example: lack of library facilities, counseling or lab facilities, etc.)
____
____
____
____
____

9. Identify serious equipment deficiencies:
(Example: projectors, gym equipment, books, etc.)
____
____
____
____
____

10. What plans and programs have been adopted and carried out for the specific purpose of implementing desegregation orders?

   a. Teacher orientation:
   Identify specific programs which have been or are planned to be carried out to orient teachers to the special programs and activities of the coming school year, with emphasis on human relations training, multi-cultural training, discipline training, proper student reception, parent relationships, etc. Are there specific teacher or committee assignments which have been made to continue the desegregation order?
   ____
   ____
   ____
   ____
   ____
   ____

C.E.C. School Information Form, 3

b. Student orientation:
Identify any programs which have been or are planned to be carried out to involve and orient students to their school activities in the new school year. Have reception committees been organized to receive new students?

c. Parent orientation:
Identify specific programs which have been or are planned to be carried out to involve parents of previous students and new or transferring students. What are plans for organization of effective PTSA? Has parent leadership, both old and new, been identified? Are there any plans for parent involvement in helping to welcome and orient children, to present positive support to orderly school opening, and to help maintain discipline if necessary?

11. Identify principals' primary concerns about school opening, and preparation for the opening:

Does he feel he is getting proper support for his programs from the Administration? ________________

12. What is your impression of the reception you received from the principal, his openness and frankness, his dedication to the orderly implementation of the Court Order and the state of preparedness for school opening? ________________

c.e.c. 8-1-75

The Community Education Council

2301 South Gaylord St. Denver, Colorado
753-2089 80210

MONITOR REPORT FORM

Please feel free to use the back of any questionnaire sheet to expand on any item where there is a lack of sufficient space, or a non-specified item is being reported. Please explain any answer that indicates a problem or which needs clarification. QUESTIONS PRECEDED BY AN ASTERISK ARE TO BE ANSWERED FIRST:

STUDENTS

*1. General student attitudes in school: Good___ Fair ___ Poor ___
Explain ______________________________

2. Describe effectiveness of orientation program for students: ___________
____
____
____

*3. Do students seem comfortable with disciplinary procedures? Yes __ No __
Comment ______________________________

4. Do students sit in racially isolated groups in classrooms? Yes ___No ___
In Lunchrooms? Yes ___ No ___ At sports activities? Yes ___ No ___
At social functions? Yes ___ No ___

5. Is there a proper appearance of discipline in hallways? Yes ___ No ___
In classrooms? Yes ___ No ___ In gyms? Yes ___ No ___On grounds?
Yes___ No ___ Comment ______________________________

6. Does a double standard of discipline exist? Yes ___ No ___ Describe:
____

*7. Does security within school, on surrounding grounds and in neighborhood seem adequate? Yes ___ No ___ Comment ______________
____

8. Are all areas of the school safe for all students: Classrooms? Yes ___
No ___ Lavatories? Yes ___ No ___ Gyms? Yes ___ No ___ Lounges? Yes ___
No ___ Comment ______________________________

9. Has each student and parent received a copy of DPS Disciplinary Guide for Behavior, Suspension, Explusion? Yes ___ No ___

10. In general, does curriculum meet the needs of all students? Yes ___
No ___ Explain greatest needs: ______________
____
What are students' attitudes toward curriculum offerings?
Pleased________ Discouraged _________ No opinion ___________

11. Does this school receive Title I funds? Yes ____ No ____ Please specify ______________________________

12. How many students are chronically truant? ______ Are there any students not enrolled who should be? Yes ___ No ___ Explain ________
____

TEACHERS

*1. Do communications between people in the school seem to be good? Yes ___ No ___ Comment ______________________________

2. Do teachers feel comfortable with disciplinary procedures? Yes ___ No ____ Comment ______________________________

3. Do teachers seem to respect all students? Yes _____ No _____

4. Are teachers enthusiastic about developing good programs and making them work? Yes ____ No ____ Comment ______________________________

5. Are teachers listening to the problems of the students? Yes __ No __

6. Do teachers believe their problems are being listened to by the administrators? Yes ___ No ____ Comment ______________________________

7. Do teachers view the classroom materials as adequate for all students? Yes ___ No ___ Comment ______________________________

8. Do teachers encourage class participation from members of different ethnic groups? Yes ____ No _____ Comment ______________________________

STUDENT ACTIVITIES

Event observed ______________________________
(School social; Athletics; Club meeting; Play; etc.)

1. Were students enthusiastic? Yes ____ No ____
2. Was sponsor or leader enthusiastic? Yes ____ No ____
3. Were various ethnic groups involved? Yes ____ No ____
4. Was interaction between groups relaxed? Yes ____ No ____
5. Are student assemblies or programs available to all students? Yes ____ No _____ Comment ______________________________

SUPPORT SERVICES

1. Is the library open throughout the day, before and after school? Yes ____ No _____ Comment ______________________________
2. Do lunchroom activities go smoothly? Yes ____ No _____
3. Do school ground activities appear to be going smoothly? Yes ___ No ____ Comment ______________________________
4. Do the different student ethnic groups intermingle on the school grounds? Yes ___ No ___ Comment ______________________________
5. Are Aides' services adequate? Yes ____ No ____

*6. Are present bus schedules adequate? Yes ____ No ____

*7. Are bus experiences acceptable? Yes ____ No ____

8. Has transportation by DPS been provided parents and students (when requested) for school-sponsored activities? Yes _____ No _____

BILINGUAL-BICULTURAL

1. Are there any monolingual pupils in this school who are not English-speaking? Yes ___ No ___ If yes, what language? ________________
Number of these pupils _____ Plans for their programs ____________
____

2. Has there been any publicity in this school concerning the DPS Bi-Bi program? Yes ___ No ___ Do parents and students know of its values? Yes ___ No ___ If yes, describe what has been done, and by whom? ______________________________
3. Does the school have a multi-ethnic population? Yes ___ No ___ If yes, would some members of the school community like to participate in the Bi-Bi program? Yes ___ No ___ Approximately how many? ___

PARENTS AND COMMUNITY

1. Does a PTSA or other similar type parent organization exist in the school? Yes ___ No ___
2. Does it represent all segments of the school's communities? Yes ___ No ___
3. Does any group exert or attempt to exert undue influence over principal and/or teaching staff? Yes ___ No ___ Explain: ______________________________

*4. Is the parent group helpful to school, students, administrators? Yes ___ No ___ Explain: ______________________________

5. Has a committee of staff, parents and students been formed to further integrated relationships and education? Yes ___ No ___ Explain: ______________________________

ADMINISTRATORS

1. Do principals and administrators have good communications with all segments of the school community? Yes ___ No ___

*2. Do administrators feel the school situation is going well? Yes ___ No ___ Comment ______________________________

3. How do administrators seem to be reacting to discipline problems? Over-reacting ___ Under-reacting ___ Explain: ______________________________
4. Have teacher transfers made a difference in curriculum offerings? Yes ___ No ___ Explain: ______________________________
5. How many non-contract teachers on teaching staff? ___________ In what positions? ______________________________

INSERVICE SESSIONS (for Administrators, Teachers, all school staff)

1. Has there been an inservice session this semester? Yes ___ No ___
2. For how many hours was the session scheduled? ________ Was this adequate? Yes ___ No ___ Comment ______________________________
3. Did the inservice sessions provide the teachers with necessary tools? Yes ___ No ___ Comment ______________________________

4. Comment on faculty reactions to inservice program: ______________

5. Do teachers desire more inservice training? Yes _____ No ______
Explain: ______________

(Please indicate whether you talked to Administrator ____ or Teacher _____

***GOOD THINGS IN OUR SCHOOLS

One of the duties of a monitor is to observe: all segments of the school, good and bad. There are many wonderful students, teachers, programs and activities taking place in our schools at all times. Please spend some time observing these and tell the C.E.C. about them. Our monitoring approach must be positive at all times.

MONITOR'S COMMENTS AND RECOMMENDATIONS

(Use reverse side wherever more space needed)

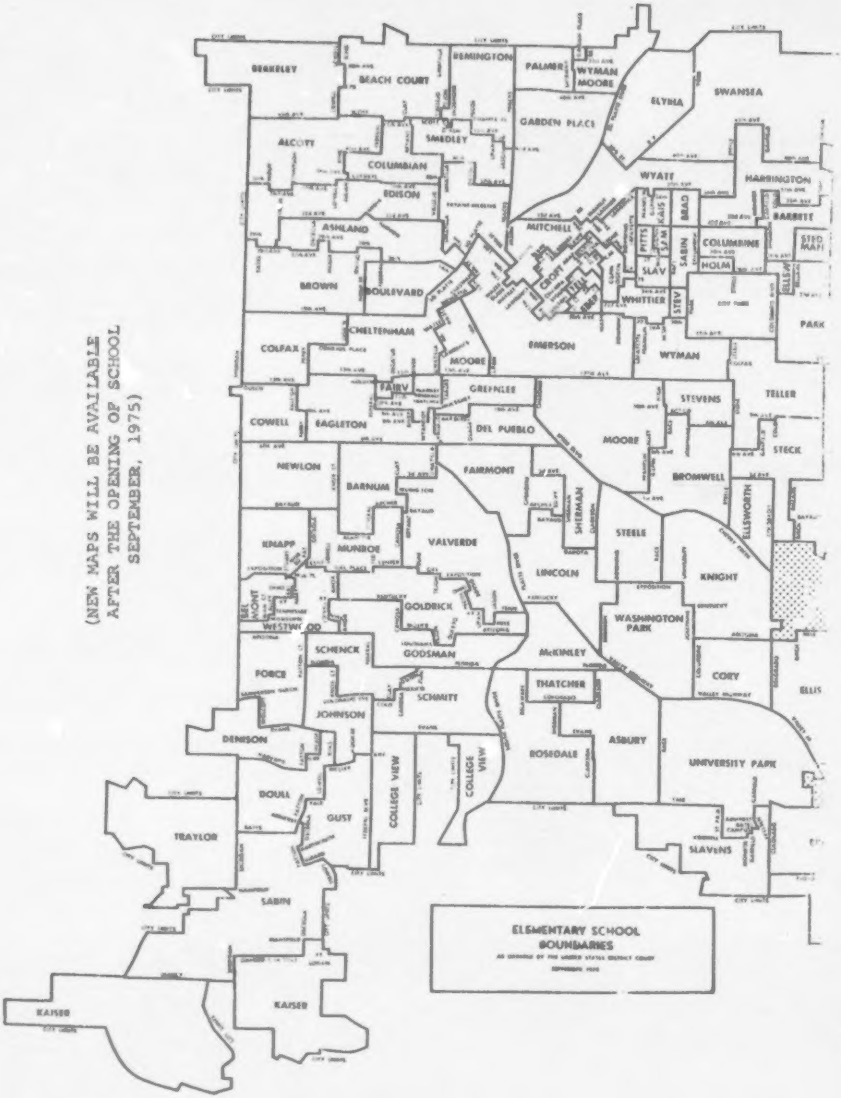
SCHOOL NAME ______________

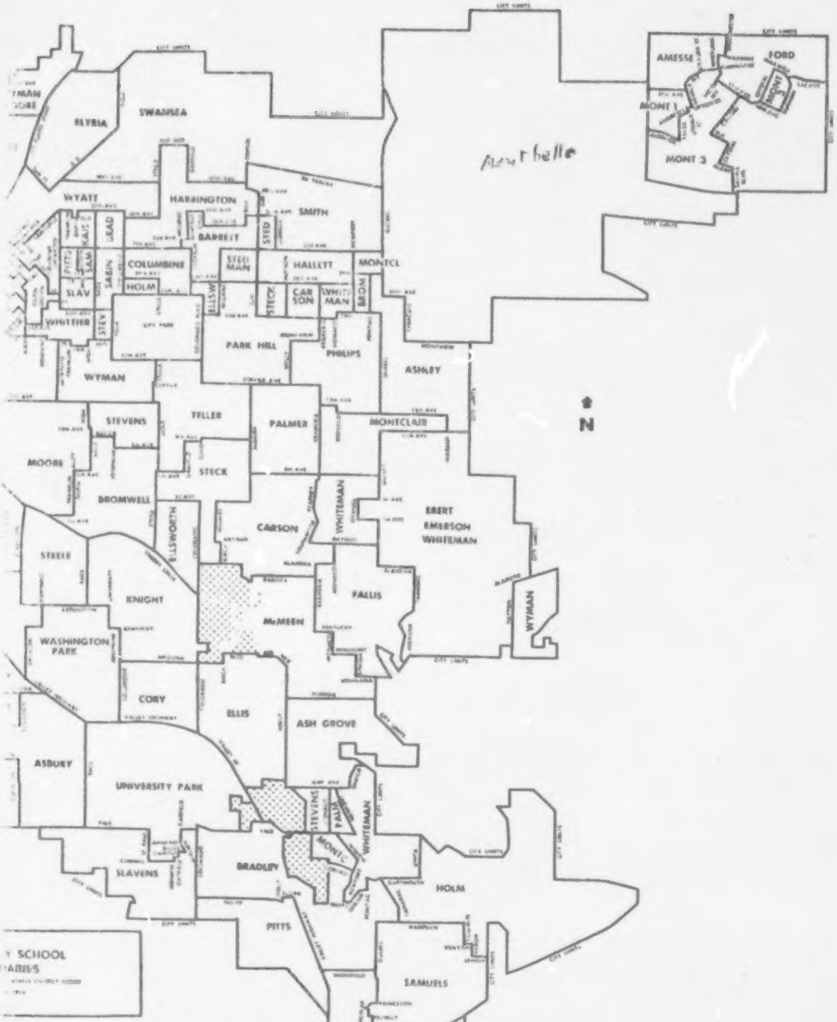
NAME OF MONITOR ______________

DATE OF REPORT ______________

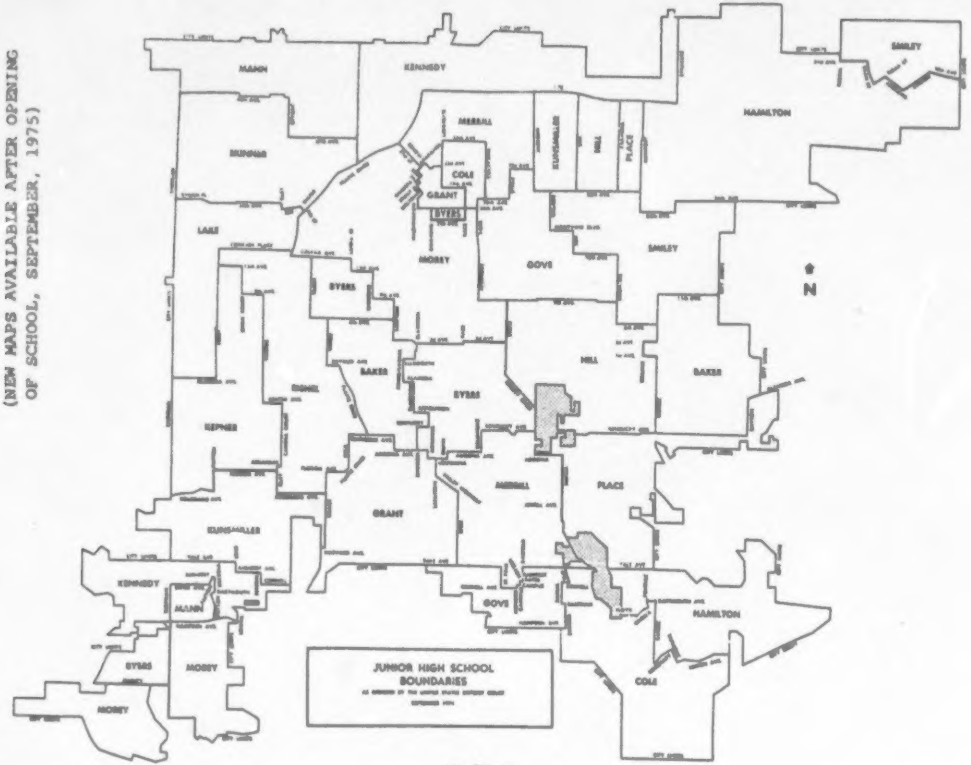
c.e.c. 8-11-75

(NEW MAPS WILL BE AVAILABLE AFTER THE OPENING OF SCHOOL SEPTEMBER, 1975)


ELEMENTARY SCHOOL BOUNDARIES
BERKELEY
BEACH COURT
REMINGTON
PALMER
WYMAN MOORE
ELYRIA
SWANSEA
GARDEN PLACE
ALCOTT
COLUMBIAN
SMEDLEY
WYATT
HARRINGTON
EDISON
BARRETT
ASHLAND
MITCHELL
PITTS
KAIS
BRAD
SABIN
COLUMBINE
STED MAPL
BROWN
BOULEVARD
CROFT
SLAV
HOLM
WHITTIER
STEV
ELLSW
PARK
COLFAX
CHELTENHAM
MOORE
EMERSON
WYMAN
FAIRV
GREENLEE
STEVENS
TELLER
COWELL
EAGLETON
DEL PUEBLO
MOORE
STECK
NEWLON
BARNUM
FAIRMONT
BROMWELL
SHERMAN
ELLSWORTH
KNAPP
MUNROE
VALVERDE
STEELE
LINCOLN
KNIGHT
BEL MONT
GOLDRICK
WESTWOOD
WASHINGTON PARK
SCHENCK
GODSMAN
McKINLEY
FORCE
THATCHER
CORY
ELLIS
SCHMITT
JOHNSON
DENISON
ASBURY
ROSEDALE
COLLEGE VIEW
COLLEGE VIEW
UNIVERSITY PARK
DOULL
GUST
TRAYLOR
SLAVENS
SABIN
KAISER
KAISER


CITY LIMITS
ELYRIA
SWANSEA
Montbello
AMESSE
FORD
MONT 1
MONT 3
WYATT
HARRINGTON
SMITH
BARRETT
STED
KAIS
MEAD
PITTS
SAM
SABIN
COLUMBINE
STED MAN
HALLETT
MONTCL
SLAV
HOLM
ELLSW
STECK
CAR SON
WHITE MAN
BROM
WHITTIER
STEV
CITY PARK
PARK HILL
PHILIPS
ASHLEY
WYMAN
TELLER
STEVENS
PALMER
MONTCLAIR
N
MOORE
STECK
BROMWELL
ELLSWORTH
CARSON
WHITEMAN
EBERT
EMERSON
WHITEMAN
STEELE
KNIGHT
FALLIS
WYMAN
McMEEN
WASHINGTON PARK
CORY
ELLIS
ASH GROVE
ASBURY
UNIVERSITY PARK
STEVENS
PALM
WHITEMAN
MONTC
BRADLEY
SLAVENS
HOLM
PITTS
SAMUELS
SLAVENS
Y SCHOOL
DARIES

(NEW MAPS AVAILABLE AFTER OPENING OF SCHOOL, SEPTEMBER, 1975)


MANN
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GRANT
KUNSMILLER
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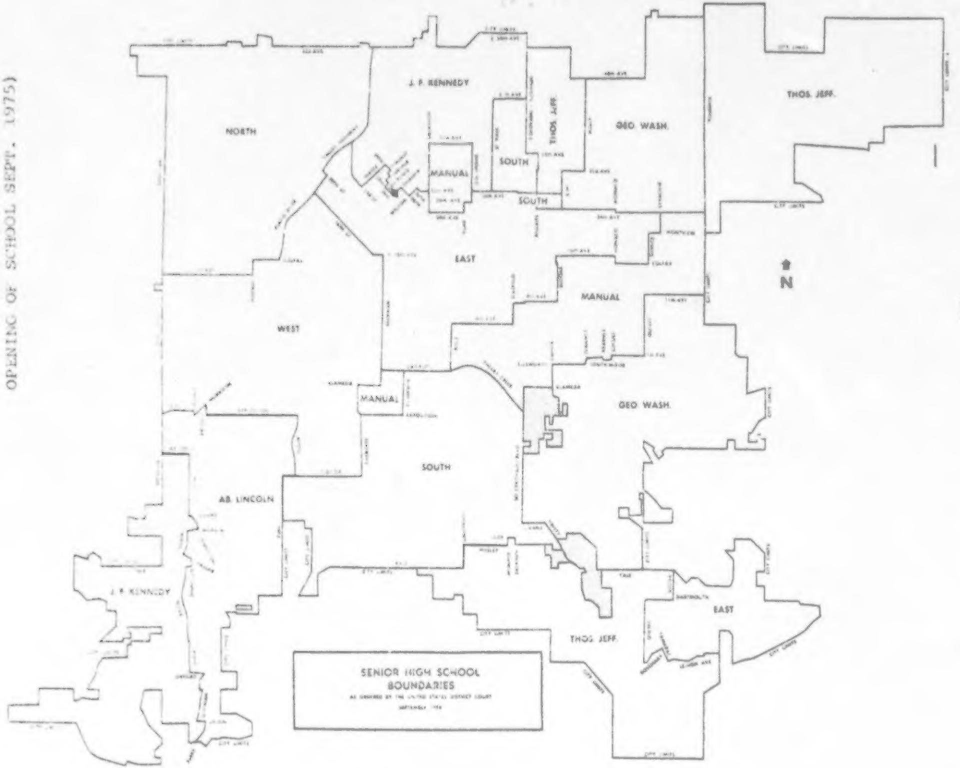
JUNIOR HIGH SCHOOL
BOUNDARIES

(NEW MAPS AVAILABLE AFTER
OPENING OF SCHOOL SEPT. 1975)


J. F. KENNEDY
NORTH
THOS. JEFF.
GEO WASH.
MANUAL
SOUTH
THOS. JEFF.
SOUTH
EAST
MANUAL
WEST
MANUAL
GEO WASH.
SOUTH
AB. LINCOLN
J. F. KENNEDY
THOS. JEFF.
EAST
N
CITY LIMITS

SENIOR HIGH SCHOOL
BOUNDARIES
AS ORDERED BY THE UNITED STATES DISTRICT COURT
SEPTEMBER 1974

C.E.C.

PRINCIPALS OF DENVER PUBLIC SCHOOLS

1975-76

Alcott*	4131 Tennyson	433-6471	Jesse Pilkington
Amesse	5440 Scranton	341-7660	Kenneth W. Bauer
Asbury	1321 E. Asbury	722-1695	Lloyd N. Corson
Ash Grove	1700 S. Holly	757-1215	Robert R. Seeber
Ashley	1914 Syracuse	322-1853	-
Barnum	85 Hooker	935-3509	Wilma J. Gillespie
Barrett	2900 Jackson	388-5841	William W. Wilkin
Beach Court	4950 Beach Court	455-3607	Mary E. Waterhouse
Belmont	4407 Morrison Road	935-4667	Virginia O. Hansen
Berkeley*	5025 Lowell Blvd.	433-6275	Jesse F. Pilkington
Boettcher	1900 Downing	222-7997	Eugene O. Graham
Boulevard	2351 Federal Blvd.	455-1709	Lloyd de Herrera
Bradley	3051 S. Elm	756-8386	Edward J. Swanson
Bromwell	355 Columbine	388-5969	James N. Manley
Brown	2550 Lowell Blvd.	477-1611	Catherine Gerardy
Bryant-Webster	3635 Quivas	433-3336	Joseph Escobedo
Carson	5420 E. 1st Ave.	355-7316	Ann Misun
Cheltenham	1580 Julian	825-3323	George R. Mansfield
Colfax	1526 Tennyson	623-6148	Thomas R. Echert
College View	2680 S. Decatur	934-5689	Carl F. Barnhart
Columbian	4030 Federal Blvd.	433-2539	Marion H. Rimmel
Columbine	2540 E. 29th Ave.	388-3617	Fred J. Orrino
Cory	1550 Steele	744-2726	Jean O. McLaughlin
Cowell	4540 W. 10th Ave.	266-0617	Lucy F. Kissell
Crofton	2409 Arapahoe	266-3115	Abie R. Duarte
Del Pueblo	750 Galapago	266-1473	Victor F. Romero
Denison	1821 S. Yates	936-2343	Gus F. Profit
Doull	2520 S. Utica	935-2849	Gus F. Profit
Eagleton	845 Hazel Court	623-0181	Agnes D. Bock
Ebert	410 23rd St.	266-3425	Robert M. Maines
Edison	3350 Quitman	455-3615	Forest J. Fransen
Ellis	1651 S. Dahlia	756-8363	Emaline M. Avis
Ellsworth	27 S. Garfield	399-1110	James N. Manley
Elyria	4725 High St.	623-9131	Stuart S. Clark
Emerson	1420 Ogden St.	825-5161	Robert M. Maines
Fairmont	520 W. 3rd Ave.	266-1957	Kenneth R. Goff
Fairview	2715 W. 11th Ave.	623-7193	Lloyd deHerrera
Fallis	6700 E. Virginia	388-5891	Alberta Jesser
Force	1550 S. Wolff	935-3595	Donald D. Buehler
Ford	14500 Maxwell Pl.	371-6990	-
Garden Place	4425 Lincoln	893-5204	Viola M. Kriz
Gilpin	720 30th St.	255-4607	Theodore Daviss
Godsman	2120 W. Arkansas	936-3466	John E. Wilmore
Goldrick	1050 S. Zuni	935-3579	Voncile B. Huffman
Greenlee	1159 Lipan	222-3531	Fred Manzanares
Gust	3440 W. Yale Ave.	935-4613	Erma Rimmel
Hallett	2950 Jasmine	355-7359	Esther Nelson
Harrington	3230 E. 38th Ave.	333-4293	Arthur B. McQueary
Holm	3300 S. Valentia	751-3157	Donald L. Williams
Johnson	1850 S. Irving	935-4659	Robert D. Gray
Kaiser	4500 S. Quitman	795-6014	Virginia M. Erickson
Knapp	500 S. Utica	935-4663	Virginia O. Hansen
Knight	3245 E. Exposition	722-4681	William W. Wilkin
Lincoln	715 S. Pearl	744-1785	Robert H. McConnell
McKinley	1275 S. Logan	733-4659	Roy A. Ford
McMeen	1000 S Holly	388-5649	Ronald T. Makowski
Mitchell	1335 E. 32nd Ave.	534-0234	Donald W. Wilson
Montbello	4561 Tulsa Court	373-4040	Leon Diner
(Apartment and Cottage, same information as above)			
Montclair	1151 Newport	333-5479	William R. Smith
Moore	846 Corona	831-7044	Albert C. Rehmer
Munroe	3440 W. Virginia Ave.	934-5547	Joseph J. Hynes
Newlon	361 Vrain	935-4687	Robert Thibodeau

* Alcott and Berkeleywill be combined as one school in February, 1976.

SCHOOL PRINCIPALS, p. 2

Oakland	4845 Oakland	573-1122	Marie H. Metz
Palmer	995 Grape	388-5929	Dorothy L. Schutz
Park Hill	5050 E. 19th	322-1811	James H. Daniels
Phillips	6550 E. 21st	388-5313	Carlos W. Beer
Pitts	3509 S. Glencoe	757-1241	Luella Flanigan
Remington	4735 Pecos	433-6461	Leeman Taylor, Jr.
Rosedale	2330 S. Sherman	744-2381	John W. Low
Sabin	3050 S. Vrain	936-3413	Robert G. Price
Samuels	3985 S. Vincennes	770-2[illegible]15	Melvin C. Rodie
Schenck	1300 S. Lowell Blvd.	936-2451	Esther E. Birrell
Schmitt	1820 S. Vallejo	935-4651	Betty A. Wise
Sherman	208 Grant	733-5571	Robert H. McConnell
Slavens	3000 S. Clayton	757-1266	Luise M. Lackemann
Smedley	4250 Shoshone	433-3321	Marcel P. Choitz
Smith	3590 Jasmine	388-1658	Maceo H. Broadnax, Jr.
Steck	425 Ash St.	355-7314	Rachel Needham
Stedman	2940 Dexter	322-7781	William Jeffs
Steele	320 S. Marion	744-1717	Glen R. Peacock
Stevens	1140 Columbine	322-1839	Daniel Myers
Swansea	4630 Columbine	222-7871	Stuart S. Clark
Teller	1150 Garfield	333-4[illegible]85	Gwendolyn B. Borgmann
Thatcher	1754 S. Grant	733-7276	Roy A. Ford
Traylor	2900 S. Ivan Way	985-1535	Buddy Lee Burson
University Park	2300 S. St. Paul	756-9407	James H. Forsyth
Valdez	2475 W. 29th St.	433-2581	J. Gene Gallegos
Valverde	2030 W. Alameda	722-4697	Joy T. Wilson
Washington Park	1125 S. Race	722-4601	Gerald Gilmore
Westwood	3615 W. Kentucky Ave.	935-2458	Jack G. Hook
Whiteman	451 Newport	355-7333	Haysler B. Wieden
Whittier	1277 E. 24th	266-0578	Ollie D. Barefield
Wyatt	3620 Franklin	222-7949	Fred L. Wilhoite, Jr.
Wyman	1630 Williams	355-4439	James E. Tracy

Baker	574 W. 6th Ave.	222-9718	Tony Salazar
Byers	150 S. Pearl St.	722-4668	Michael Peterson
Cole	3240 Humboldt	222-5871	Johnny L. Wilson
Gove	1325 Colorado Blvd.	355-1676	Richard L. Conklin
Grant	1751 S. Washington	722-4633	Robert G. McComas
Hamilton	8600 E. Dartmouth	755-1267	Theodore E. Grosvenor
Henry	3005 S. Golden Way	989-2330	Allen B. Miller
Hill	451 Clermont	399-0254	Ronald L. Young
Horace Mann	4130 Navajo	433-2553	Edward H. Stone
Kepner	911 S. Hazel Crt.	935-4601	Glenn E. Leyden
Kunsmiller	2250 S. Quitman	934-5476	Robert E. Baker
Lake	1820 Lowell Blvd.	222-9714	Luke G. Terry
Merrill	1551 S. Monroe	756-3621	Ray R. Rebrovick
Morey	840 E. 14th Ave.	832-1139	Tilford J. Cole
Place	7125 Cherry Cr.Dr.N.	758-6111	Thomas W. Allen
Rishel	451 S. Tejon	777-4436	Glendon G. Schultz
Skinner	3435 W. 40th Ave.	433-8851	George E. Mathes
Smiley	2540 Holly	399-0740	Harold R. Scott

Abraham Lincoln	2285 S. Federal Blvd.	936-7291	Erick M. Holland
East	1545 Detroit	388-5603	John J. Astuno
George Washington	655 S. Monaco St.	399-2214	William B. Parsons
John F. Kennedy	2855 S. Lamar	985-8746	Robert H. Beeson
Manual	1700 E. 28th Ave.	222-8691	James D. Ward
North	2960 N. Speer Blvd.	433-2511	Burnett Severson
South	1700 E. Louisiana	777-4421	Arnold Deitsch
Thomas Jefferson	3950 S. Holly	758-2400	LaRue Belcher
West	951 Elati St.	222-3545	Edward Gallegos

THE COMMUNITY EDUCATION COUNCIL

2301 South Gaylord Street Denver, Colorado
753-2889 80210

August 13, 1975

C.E.C. MEMBER - SCHOOL ASSIGNMENTS

Elementary Schools Sub-Committee:

Fred Thomas, Chmn.

- Bradley
- Holm
- Kaiser
- Pitts
- Sabin
- Samuels
- Slavens

Ann Fenton, V/Chprsn.

- Boulevard
- Cheltenham
- Del Pueblo
- Garden Place
- Swansea-Elyria

Mary Snyder

- Bromwell
- Carson
- Ebert
- Ellsworth
- Emerson
- Moore
- Palmer chairman
- Steck
- Stevens
- Teller
- Wyman

Collins Reynolds

- Amesse
- Ashley
- Cottage
- Ford
- Montbello
- Montclair
- Oakland
- Park Hill
- Philips
- Whiteman

Jayne McClure

- Barnum
- Beach Court
- Brown
- Colfax
- Columbian
- Cowell
- Edison
- Newlon
- Valdez

Bernard Valdez

- Belmont
- College View
- Godsman
- Goldrick
- Knapp
- Munroe
- Schenck
- Schmitt
- Valverde
- Westwood

Norma Edelman

- Columbine-University Park
- Harrington-Wyatt-Ellis
- Stedman-Washington Park
- McKinley
- Rosedale
- Thatcher

The Community Education Council (CEC) is a monitoring group appointed by Judge William E. Doyle of the Tenth District Federal Court under paragraphs 13 and 14 of his Final Judgment and Decree, Civil Action No. C-1499, dated April 17, 1974.

Rachel Noel	Cathy Crandall	Pat Washburn
Barrett-Knight	Alcott-Smedley	Bryant-Webster-Gust
Hallett-Ash Grove-Cory	Berkeley-Remington	Crofton-Steele
Smith-Fallis-McMeen	Eagleton-Doull	Fairmont-Lincoln
Whittier-Asbury	Mitchell-Denison-Force	Fairview-Greenlee-Traylor
		Gilpin-Johnson

Junior High Schools Sub-Committee:

* Kay Reed, Chairperson		Rhondda Grant, V/Chprsn.	
Baker	Lake	Cole	Henry
Byers	Skinner	Grant	Morey

Betsy Carey		Pat Pascoe	
Hamilton	Merrill	Kepner	Mann
Hill	Place	Kunsmiller	Rishel

Bill Roberts	
Gove	Smiley

Senior High Schools Sub-Committee:

Jeanne Kopec, Chairperson		Marjorie Hornbein, V/Chprsn.	
Kennedy	Lincoln	North	West

James Reynolds		Jesse Garcia
T. Jefferson	G. Washington	South

Debbie Sturges, Chairperson/Bob Woodward, V/C.

East-Manual Complex

* These schools initially assigned to Ramiro Cruz-Ahedo; Kay Reed will assume responsibility until Rev. Cruz-Ahedo's plans are stabilized.

The Community Education Council

COUNCIL COMMITTEES

and

MEMBERSHIP ROSTER

1975 -- 1976
School Year

2301 South Gaylord Street, Denver, Colo. 80210
753-2889

c.e.c. 8-1-75

EXECUTIVE COMMITTEE *

Maurice B. Mitchell, Chairman

Jean Bain, Vice-Chairperson

Bettye Emerson, Secretary

also

Committee and Sub-Committee
Chair- and Vice-Chairpersons

Robert Anderson
A. Edgar Benton
Jean Emery
Arturo Escobedo
Ann Fenton
Dr. Sally Geis
Rhondda Grant
Marjorie Hornbein
Jeanne Kopec

Daniel Lynch
Martha Radetsky
Kay Reed
Dr. Francisco Rios
Debbie Sturges
Fred Thomas
Robert Woodward
Rev. Spencer Wren
Lorie Young

* Subject to change
by
Membership Consensus

Members will be asked to serve on the
Executive Committee in special situations.

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Martha Radetsky . . . . .Vice-Chairperson

Elementary Monitoring Sub-Committee

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Ann Fenton . . . . Vice-Chairperson

Members

Cathy Crandall
Norma Edelman
Jayne McClure
Rachel Noel
Helen Peterson
Collins Reynolds
Conrad Romero
Mary Snyder
Pat Washburn
Bernard Valdez

Junior High Monitoring Sub-Committee

Kay Reed . . . . Chairperson
Rhondda Grant. . . . . Vice-Chairperson

Members

Betsy Carey
Rev. Cruz-Ahedo
Pat Pascoe
William Roberts

Senior High Monitoring Sub-Committee

Jeanne Kopec . . . . .Chairperson
Marjorie Hornbein . . . . . . .Vice-Chairperson

Members

Jesse Garcia
James Reynolds

East/Manual Complex Monitoring Sub-Committee

Debbie Sturges . . . . Chairperson
Robert Woodward . . . . Vice-Chairman

Pat Johnson Member

BILINGUAL/BICULTURAL COMMITTEE
(Also: Bilingual/Bicultural Monitoring Sub-Committee)

Dr. Francisco Rios. . . . . .Chairman
Dr. Sally Geis. . . . . .Vice-Chairperson

Members

Mary Baca
Sal Carpio
Arturo Escobedo
Arthur Lucero
Bernard Martinez
John McCall
Dr. Shari Nedler
Sen. Paul Sandoval

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Daniel Lynch . . . . Vice-Chairman

Members

A. Edgar Benton
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Cyndi Kahn
Rev. Richard Kerr
Bud Mayer
John McCall
Gwen Nash
Sheldon Steinhauser
James Voorhees
Bishop M. E. Wheatley
Rev. M. C. Williams
Lester Woodward

Members with Limited Time Sub-Committee

Rev. W. Spencer Wren . . . . Chairman

Members

Lt. Gov. George Brown
Msgr. William Jones
Ken Valis
Larry Varnell

AFFIRMATIVE ACTION COMMITTEE

Arturo Escobedo. . . . . .Chairman
A. Edgar Benton . . . . .Vice-Chairman
Conrad Romero Member

TRANSPORTATION COMMITTEE

Robert Anderson . . . . Chairman
Cathy Crandall Member

Robert C. Anderson, Pres.
Denver Classroom Teachers Ass'n.
1535 High St. 80218
Bus. 399-1394
3034 S. Elmira Ct. 80231
Res. 755-9269

Mrs. Mary E. Baca
4581 W. Virginia Ave. 80219
Res. 936-0193

Mrs. Jean K. Bain
755 Gaylord St. 80206
Res. 322-4542

A. Edgar Benton
1700 Broadway 80202
Bus. 573-8000
901 Race St. 80206
Res. 377-0432

Lt. Gov. George Brown, Jr.
3451 E. 26th Ave. 80205
Res. 355-9901
State Capitol Office
Bus. 892-2087

Mrs. Betsy Carey
1006 Olive St. 80220
Res. 333-5131

Salvador Carpio
Metropolitan State College
250 W. 14th Ave. 80204
Bus. 292-5190, Ext. 293
3705 Tejon St. 80211
Res. (unlisted)

Fr. David Clarke, Pres.
Regis Educational Corp.
50th & Lowell Blvd. 80221
Bus. & Res. 433-8471

Mrs. Catherine A. Crandall, Pres.
Denver Co. Council PTSA
3150 W. 39th Ave. 80211
Res. 433-2910

Rev. Ramiro Cruz-Ahedo
1485 Monaco Pkwy 80220
Res. - -

Mrs. Norma Edelman
622 S. Fulton St. 80231
Res. 344-1616

Mrs. Bettye J. Emerson
3063 Birch St. 80207
Res. 399-2922
Morey Jr. High, school hours
Bus. 832-1139

Mrs. Jean Emery
2288 S. Monroe St. 80210
Res. 756-2007

Arturo Escobedo
4760 Lincoln St. 80216
Res. 255-2528
East High, school hours
Bus. 388-5603, Ext. 69

Mrs. Ann Fenton
646 Monroe St. 80206
Res. 377-8957

Jesse Garcia
Univ. of Colo. at Denver
1100 14th St. 80202
Bus. 892-1117, Ext. 434
1632 S. Grape St. 80222
Res. 756-6280

Dr. Sally Geis
Colorado Womens College
Bus. 394-6926
2258 S. Milwaukee St. 80210
Res. 757-8222

Mrs. Rhondda Grant
545 Race St. 80206
Res. 388-5037

Mrs. Elizabeth N. Harvey
3627 S. Newport Wy 80237
Res. 758-0255

Ms. Marjorie Hornbein
1124 Steele St. 80206
Res. 322-4821

Mrs. Patricia Johnson
4650 E. Florida Ave. 80222
Res. 756-6688
East High, school hours
Bus. 388-5603

Rev. Msgr. William H. Jones
938 Bannock St. 80204
Bus. 892-6857

Mrs. Cynthia C. Kahn
2345 Leyden St. 80207
Res. 322-8015
Museum for Children
Bus. 255-2061

Rev. Richard S. Kerr
2540 Williams St. 80205
Res. 825-0581
Study, 2552 Williams St.
Bus. 534-2609

Mrs. Jeanne Kopec
3068 S. Gray St. 80227
Res. 989-1519

Arthur S. Lucero
4440 W. 31st Ave. 80212
Res. 458-5239
1644 Emerson St. 80218
Bus. 831-7751

Daniel F. Lynch
1467 S. Holly St. 80222
Bus. 758-5210
1750 Ivy St. 80220
Res. 321-1538

Bernard Martinez
Colo. Dept. of Education
201 E. Colfax Ave. 80203
Bus. 892-2166
7581 Lowell Blvd. 80030
Res. 429-8895

Adolph "Bud" Mayer
University of Denver 80210
Bus. 753-2143
270 S. Hudson St. 80222
Res. 333-1965

John W. McCall
1020 15th St. 80202
Bus. 893-3303
Brooks Towers #32-L
Res. 893-3121

Mrs. Jayne E. McClure
2736 W. Denver Pl. 80211
Res. 433-2479

Maurice B. Mitchell, Chancellor
University of Denver 80210
Bus. 753-2111

Mrs. Gwen Nash
2830 Holly St. 80207
Res. 322-9512 (Eve.)

Dr. Shari Nedler
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460 S. Marion Pkwy 80209
Res. 722-6953

Mrs. Rachel B. Noel
Metropolitan State College
250 W. 14th Ave. 80202
Bus. 292-5190, Ext. 345
2601 Adams St. 80205
Res. 377-9265

Mrs. Patricia Pascoe
744 Lafayette St. 80218
Res. 832-[illegible]865

Mrs. Helen Peterson
Bureau of Indian Affairs
U. S. Customs House
721 19th St. 80202
Bus. 837-202[illegible]
718 Corona St. 80218
Res. 832-9168

Mrs. Martha F. Radetsky
140 S. Franklin St. 80209
Res. 722-0849

Mrs. Kay Reed
4103 S. Olive St. 80237
Res. 756-7520

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Center for Research & Educ.
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Res. 320-1759

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3333 S. Wabash Ct. 80231
Res. 755-2348

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Res. 355-8802

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Councilman, City of Denver
Bus. 232-1456
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Conrad A. Romero
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201 E. Colfax Ave. 80203
Bus. 892-2166
10462 Zuni St. 80234
Res. 469-0659

Sen. Paul Sandoval
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Bus. 458-6585
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Res. 433-9649

Mrs. Mary Snyder
866 Milwaukee St. 80206
Res. 322-3578

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430 16th St. 80202
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6840 Richthofen Pkwy 80220
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3870 S. Hillcrest Dr. 80237
Res. 758-0609

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80217 - Bus. 893-3456

James D. Voorhees, Jr.
818 Patterson Bldg.
555 17th St. 80202
Bus. 222-3895
170 Downing St. 80218
Res. 777-0743

Mrs. Pat Washburn
2341 Albion St. 80207
Res. 355-5546

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8705 E. Lehigh Ave. 80237
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1077 Race St. 80206
Res. 322-7187

Rev. M. C. Williams
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Bus. 255-9618
2555 Monaco Pkwy 80207
Res. 333-4602

Lester R. Woodward
1200 Amer. Nat'l Bank Bldg.
818 17th St. 80202
Bus. 892-9400
680 Bellaire St. 80220
Res. 322-8758

Robert Woodward
790 Niagara St. 80220
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1313 Clarkson St. 80218
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Res. 388-4938

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Dean Robert B. Yegge
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121 Lafayette St. 80218
Res. 722-7621

Mrs. Lorie Young
2345 Elm St. 80207
Res. 388-6965

THE COMMUNITY EDUCATION COUNCIL

2301 South Gaylord Street   Denver, Colorado
753-2889   80210

THE KEYES CASE IN PERSPECTIVE

by

Professor William M. Beaney, University of Denver College of Law
July 26, 1974

To many people, the issuance by a federal judge of an order to desegregate the public schools in Denver defies comprehension. Even more shocking is the requirement that busing be used to achieve a unitary, desegregated school system. Like other citizens in northern communities, Denver residents accepted the fact of southern segregated schools and other public institutions, and, in varying degrees, supported court-ordered desegregation in the years following the Supreme Court's declaration in 1954 that state imposed segregation in public schools provided inherently unequal educational opportunities to students. Most paid little attention to the struggle of lower Federal Courts to implement the Supreme Court's mandate in the second Brown v Board decision in 1955 to bring about desegregated schools "with all deliberate speed."

At this point, it is fair to ask, "How did the Supreme Court become involved in public school questions?" "Did a majority of Americans seek desegregated schools?" Did the Supreme Court overstep its authority in interpreting the equal protection of the laws clause to require such a change in public education? These are questions that cannot be answered in a few words. Yet, the effort is worth making, because as affected citizens you have a right and a duty to understand.

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It is important to remember that the framers of our Constitution sought to create a free government with two dominant and seemingly opposing characteristics. One, that, within limits, the majority of voters should, through their representatives, determine public policies. A second, unique to the political world of 1789, was that the rights of minorities should be spelled out in the Constitution and protected against the government---even when a majority favors them. A majority cannot deprive a person of his freedom of speech. A majority cannot vote to allow general searches of my house. A majority cannot vote to give a minority less than the rights enjoyed by others. Although the Constitution and Bill of Rights were directed originally only against acts of the national government, the 14th Amendment in 1868 has had the effect of imposing due process of law, and equal protection of the laws guarantees against state action.

One of the great anomalies in the original constitutional pattern of protection was the failure to treat all persons as equal. Slavery, already scorned by the rest of the western world, was recognized (covertly) in the Constitution. The ringing statements of the Declaration, in favor of human equality, were confined in their application to white persons. Only after a terrible war, one which was fought increasingly after 1863 on the principle of abolishing slavery, and the adoption in 1868 of the 14th Amendment, did the American Constitution finally recognize that all men were equal in rights.

In the decades of the 1870's and 1880's numerous decisions of the United States Supreme Court declared that the fundamental purpose of the 13th Amendment (abolished slavery), the 14th (defined citizenship, guaranteed privileges and immunities of United States citizens, due process of law, equal protection of the laws) and 15th (no racial discrimination in voting) was to protect the rights of minorities to ensure that all should enjoy rights equally, regardless of race or color.

In 1896 the Supreme Court took a great step backward. In a case involving separate facilities in transportation, it announced that "separate but equal" was a permissible standard. Once race or color became an acceptable principle for different treatment of American citizens, the states were able to provide less than equal facilities to blacks and other minorities. Even where facilities were approximately equal, it was impossible to avoid the psychological truth that most people regarded "white facilities" as superior.

Beginning in the 1930's the Supreme Court handed down decisions which cast doubt on the continued validity of "separate but equal." A state had to furnish law school education to black applicants within the state---financing their education elsewhere was insufficient.

Equality of facilities had to be shown by meaningful evidence. A black student admitted to a graduate school by court order had to be treated like all other students. Perhaps closest to point was the 1950 decision in Sweatt v. Painter where the Court made it clear that a newly created law school for black students could not be equal to the long established Texas University Law School, since true equality included intangible as well as tangible factors---reputation, alumni contacts, etc.

Thus, Brown v. Board (1954) was not a bolt from the blue. In discarding the error of Plessy v. Ferguson, the Supreme Court recognized that neither race nor color could be a permissible basis of classification.

The twenty years since Brown v. The Board of Education have witnessed countless legislative, administrative and judicial responses to the Supreme Court's decree in Brown. Against overt resistance in some southern communities and grudging compliance in others, the south has moved faster than the north in complying with the Court decision.

In Denver, as in many other northern communities, segregation in public schools was not the result of a state constitutional provision or statute commanding separate schools. Rather, it resulted from a combination of segregated residence patterns and school board decisions concerning building construction and facilities, boundaries for school attendance that recognized and confirmed segregation. This de jure (by law) segregation is to be distinguished from de facto (in fact) segregation. What the United States Supreme Court held in the Keyes case was that a finding of segregative school board policies as to the Parkhill area rendered the whole system segregated, unless Judge Doyle were to find that Parkhill was a separable part of the Denver school system. Judge Doyle held it was not.

Once it became necessary to desegregate the city-wide system, the District Court had to approve a decree. The defendant's (school board) plan was rejected as too little, the plaintiff's was deemed to require excessive busing. As the Supreme Court has declared in many decisions before Keyes, busing is one of the permissible and, in many cases, necessary means for achieving desegregated schools. When North Carolina tried by state law to ban busing, the Supreme Court held the law unconstitutional. As the Supreme Court recognized in the North Carolina cases, alternatives to busing may exist but they are either extremely expensive or impractical for other reasons. For example, an expensive plan of new school construction around the periphery of existing minority residential areas combined with old boundary lines might allow retention of neighborhood schools. Similarly, the state might erase existing municipal lines where new school boundaries would help attain balanced school populations.

When Judge Doyle included plans for busing in his school order he was doing no more than has been done by numerous other federal judges responding to Supreme Court mandates. Judge Doyle and the other district court judges were told in 1955 to use their equitable powers to achieve desegregated public schools "with all deliberate speed." After 20 years with the south well along toward this goal, it seems hardly remarkable that Denver and other northern cities should be told to fulfill for all of their children of all races and colors the promise of equal rights.

-W. M. Beaney
7-26-74

c.e.c. 7/15/75

COMPOSITE VIEW
OF
DENVER'S SCHOOL DESEGREGATION

April 1974
(Revised August 1975)

League of Women Voters of Denver
1980 Dahlia Street
Denver, Colorado 80220
Telephone 321-7571
August 1975
Price: 15¢ (Quantity prices on request)

BRIEF HISTORY OF THE DENVER DESEGREGATION SUIT

Denver's integration battle really began in 1968, although the roots of the problem go back much earlier. Two Citizen's Advisory Councils on Equality of Educational Opportunity were set up to examine the neighborhood school policy. One was set up in 1962 by the Board of Education, and contained a broad-based group of citizens. The second Citizen's Advisory Council was set up by the Board of Education in 1966 and had a similar group of citizens on it. In 1967, they presented a report which suggested that the schools should "take steps to reduce the effects of concentration" of a minority, racial, or ethnic group, effects which might adversely affect educational quality. The report, while suggesting alternative programs to bring students together in educational "centers", specifically eliminated forced busing "for the sole purpose of achieving integration."

One of the major reasons the advisory councils had been formed was the concern over the growing black population in northeast Denver where the building of new schools would inevitably lead to all-black schools. However, there is evidence that during this same period school boundaries had been drawn to keep minority children in predominately-minority schools. Several examples are:

1) the building of the new Manual High in 1950, and subsequent adjustments between Manual-East and Cole-Smiley boundaries,

2) the building of Barrett Elementary in 1960--establishing the Barrett boundaries a few more blocks east would have alleviated the overcrowding of then predominately white Stedman and would have naturally integrated Barrett,

3) changes in the boundaries of Morey, Byers and Cole Junior Highs in 1962,

4) changes in the boundaries of Stedman, Hallett, Park Hill and Phillips in 1962 and 1964.

In 1959, there was a plan to build a new junior high on the corner of 32nd Avenue and Colorado Boulevard. However, the boundaries set for that school would have made it a predominately minority junior high, and upon protest from a group of citizens because of the gerrymandering, the school was not built. In 1968, the school administration released comparative achievement test score data for the first time. These scores disclosed not only a great disparity between achievement levels at predominately Anglo and predominately minority schools, but also reflected very low achievement levels at the minority schools; levels which became lower as the minority children advanced through the grades. There was also evidence that the predominately minority schools had a disproportionate number of minority teachers, fewer experienced and more inexperienced teachers, and much higher rates of teacher turnover than the predominately Anglo schools.

In May 1968, the school board adopted a resolution offered by then-board member Rachel Noel--a resolution which instructed then-superintendent Gilberts to submit integration plans by September 30, 1968, with consideration for the use of transportation. It was this last statement which caused the most concern. When Gilbert's plan involving busing was passed, voters intervened by electing two anti-busing members to the school board in May 1969. With an anti-busing majority on the school board, the integration plans were rescinded. As a result a lawsuit was brought and Judge Doyle reversed the school board's recision However, since 1969, there has been some court ordered busing. Most of this has either been blacks going to white schools or blacks and whites being bused to some neighborhoods to fill underenrolled schools such as Palmer Elementary.

The case reached the Supreme Court which ruled in June 1973, that there was intentional segregation and that plans for desegregation must be put into effect by the 1974-75 school year. The Supreme Court then put the burden on the School Board to prove that the segregational Park Hill practices did not affect the entire system and require system-wide desegregation--in other words that Denver Public Schools was not a dual school system. It is important to remember that this was the narrow framework with which Judge Doyle, the Plaintiffs, and the School Board worked in the December 1973 hearings. The School Board failed to prove that Denver was not a dual system. Further hearings for a remedy were held in late February 1974, by the Plaintiffs, School Board and several intervenors. Judge Doyle issued a final plan for desegregation on April 8, 1974.

A LEGAL ROAD MAP TO KEYS vs. SCHOOL DISTRICT NO. 1

I. Introduction

Brown vs. Board of Education of Topeka, Kansas, is the landmark case which dealt with segregated schools, and has set precedent for the cases which have come up since that time. The result of that case in 1954 was that schools cannot be separate but equal.

II. Legal Steps in the Denver case, 1969 to 1975

A. Complaint filed in Federal District Court in 1969 alleging School Board had purposefully established and maintained segregated schools in Park Hill, and inequality of educational opportunity in the core area schools

School Board denied allegations.

B. Hearing and Results

1. Park Hill area schools had been segregated intentionally by past acts of the School Board.

2. Core area schools had not been intentionally segregated but education offered in those schools was so inferior as to deny equal education opportunity to its students.

3. Ordered that desegregation of core area and Park Hill be undertaken and issued specific orders as to how the desegregation should take place.

C. School Board sought a stay of execution on the Judge's order from the Trial Judge.

Denied

D. School Board appealed to Court of Appeals

1. Sought a stay of execution from appellate court.

a. Granted late in August 1969.

b. Supreme Court then vacated that stay.

2. Hearing

Court of appeals issued an opinion in 1971 which upheld the trial court's determination that Park Hill schools were unconstitutionally maintained.

E. Supreme Court

1. Denver School Board and Plaintiffs both appealed case to Supreme Court.
2. School Board, pending their appeal, sought stay of execution from Court of Appeals.

   Granted
3. Plaintiffs asked that Supreme Court vacate the stay.

   Granted
4. Hearing
   - a. Supreme Court issued a lengthy opinion upholding trial court and appellate court on their determinations that School Baord had intentionally segregated Park Hill school.
   - b. Court put burden on the School Board to prove that the segregational Park Hill practices did not affect the entire system and require system-wide desegregation.

     Told Federal District Court to hold further hearings.

F. Federal District Court Hearings and Results

1. Court found entire system had been affected by segregation practices in Park Hill.
2. Further hearings were held to help trial court fashion remedy for desegregating system "root and branch".

G. School Boafd asked for stay of execution from Tenth Circuit Court of Appeals

1. Denied
2. School Board was ordered to implement the plan for the 1974-75 school year.

H. School Board appealed decision to the Tenth Circuit Court of Appeals with both sides filing briefs and presenting oral arguments in front of three judges. Sch. Bd. said "root and branch" decision and order for district-wide desegregation were wrong. Pltfs. said part-time pairing was insufficient and busing was too much by minorities. (Feb. 75). Decision pending July 75.

III. Future Procedures in the Courts

A. If either party of the suit is dissatisfied with the decision, they can appeal to the U.S. Supreme Court which can decide whether or not to hear the case.

B. If they chose to hear the case, their decision is final.

If they choose not to hear the case, the decision of the Appellate court is final and the School Board must proceed with the decision and orders of the Appellate court.

Note: It is important to note that in the future proceedings there are only two issues which can be appealed. The School Board can appeal that Park Hill had no segregative effects on the whole system. In other words the "dual system" issue. They can also appeal the legal properness of the desegregation plan. The plaintiffs can only appeal the legal properness of Judge Doyle's desegregation plan. Neither side can re-litigate matters which have already been determined by the U.S. Supreme Court in this case.

References: Keyes vs. School District No. I -- Unlocking the Northern Schoolhouse Doors, Harvard Civil Rights-Civil Liberties Law Review, Volume 9, 1974.

* * * * *

FINDINGS BY THE U.S. COMMISSION ON CIVIL RIGHTS, JUNE 1973

1. Desegregation doesn't result in poorer quality education as many people fear. Often, desegregation contributes to substantial improvement because:
   a. administration takes a "new look" at schools,
   b. federal money is available for special instruction and teacher training.
2. Careful and sensitive desegregation preparation is necessary for parents, students, teachers and community.
3. "Busing" problems can be minimal. Added community cost and time is slight. Safety has been NO problem.
4. Many school administrations have tended to consider only the white community when desegregating. Burden has fallen on minorities. (At first, minorities were willing to go along in order to better schools.) Now minorities want to equalize the "burden".
5. Reactions by news media, school administration, and civic leaders to disruptive incidents can either preserve calm or heighten tension.
6. Sharp contrast between reactions of communtiy members to own personal experience with desegregation and to expressed feelings concerning desegregation in general. Most parents interviewed by Civil Rights Commission were satisfied with desegregation as it affected their own children.
7. Controversy and confusion at the national level concerning busing have had effects on communities:
   a. those which have been desegregated for a goodly period of time have been largely unaffected,
   b. those which have just desegregated or which are in the last gasp of legal battle have become unsettled, and some are devoting their energies to last-ditch fights to turn back the clock.

CAPSULE LOOKS AT COMMUNITIES WHICH HAVE DESEGREGATED: SUCCESSES AND FAILURES

PASEDENA, CALIFORNIA

Population: 1969 - 26,225 students: Anglo-47%, Black- 38%, Spanish-11%, Asian-3%

History: 1968 - Spangler vs. Board of Education--alleged racial discrimination 93% of whites attended "white" schools and 85% blacks attended "black" schools.

1970 - U. S. District court found that de jure degregation existed at all levels. Ordered a plan by February 2, 1970.

Plan: Criteria for School Board:

1. Shortest bus routes possible.
2. All existing physical facilities to be desegregated.
3. New construction sites to be consistent with desegregation.
4. Student racial mix like total population.

Preparation: May 1970-letter to parents to orient them.

P.T.A. - sponsored social events to introduce students to their new schools, teachers, etc.

L.W.V. - Manned information booths and rumor centers all summer.

Busing: No injuries reported.

Average ride 20 minutes (vs. 12 minutes before)

60% elementary, 50% junior high, and 27% senior high bused.

By 3rd year, no parental protests.

General Parental and Student Reactions: Mixed, but positive on the whole. September 1971 - Pasadena Board of Realtors said houses in School district selling as well or better than before desegregation.

November 1972 - "Proposition 21" approved - an amendment to the California State Constitution - "no public school student shall be assigned to or be required to attend a particular school". Had no effect on Pasadena because it is under Federal Court order.

March 1973 - elected three candidates who vowed to "end forced busing and restore Discipline". This new school board tried to oust the Plan and bring in a voluntary plan... Declared unconstitutional - the Plan is still in effect.

April 1974 - plan working well this year. White flight lessened. People moving back. No big problems this year.

August 1975 - currently plan is under investigation by the Justice Dept. at the request of Judge Real (in charge of the case)

HILLSBOROUGH COUNTY, TAMPA, FLORIDA

Population: 106,000 students at 123 schools--75% white, 20% black, 6 % Spanish surnamed

History: 1958 - Manning vs. Board of Education - black parents filed suit alleging racial discrimination - dismissed.

1962 - new hearing - Board of Education found guilty.

May 1971 - U.S. District Court reopened case. Ordered new plan using pairing and clustering using 80% white to 20% minorities. School Board decided not to appeal. Appointed an 156 member broad-based community group which drew up plan - plan approved without alteration by Court in July 1971.

Plan: Implemented 1971-72

School changed from traditional 6-3-3 to a 5-1-1-2-3. Elem - k-5, 6th grade center; 7th grade center; Middle School, 8-9; and senior high, 10-12.

Quality of Education - number of innovative programs: team teaching at 6 and 7 grade centers; instructional leadership in middle schools with coordinators for math., science, social studies; tutorial specialists at senior high.

Discipline - problems of 1971-72 mostly resolved. Teacher training in human relations, student attitudes improved because parents are less antagonistic. NAACP has resolved several disruptions. Changes made in administration and personnel.

Busing - 32,000 bused year before plan and 53,000 bused since plan.

Reasons for Success (according to school officials)

1. Decision NOT to appeal, commitment of school board and administration
2. Followed Court's suggestions for white-black ratio
3. Involved ALL of the community. Diverse elements kept informed. No sinister plot.
4. Plan made more acceptable to white community because heaviest burden placed on blacks--blacks had their schools closed and did most of bus riding. Blacks complained, but seemed to feel this was better than nothing.

CHARLOTTE-MECKLENBURG, NORTH CAROLINA

Population: 79,873 students (31% black) 104 schools; 4,034 teachers

History: 1965 - Swan vs. Charlotte-Mecklenburg Board of Education - alleged racial discrimination. School Board found in compliance.

1969 - Swan vs. Charlotte-Mecklenburg Board of Education-- found segregated.

1970 - Federal District Court ordered complete desegregation (U.S. Supreme Court agreed to hear case but Plan to go into effect in Fall 1970 pending decision).

April 1971 - U.S. Supreme Court upheld District Courts Judgement.

Plan: (developed by Dr. John Finger). 9 - 38% black in each school.
Senior High - pie-shaped wedges for attendance zone.
Junior High - substantial rezoning plus 9 "satellite" zones. Added "feeder" system second year.
Elementary - used pairings, geographical zonings, clustering.

PROBLEMS - Lack of support from school board and community leaders. School superintendent and administration responsible for success of plan.

REVISITED - October 1972 by U.S. Commission on Civil Rights
Staff - now 24% black.
Busing - much better now. Average ride 15-20 minutes.
Tension and Disruption - are easing. Had a large disturbance in October 1972 and March 1973, however -- but only 13 students expelled as of March 1973 (compared to 106 the year before). Many causes of disorder -- partly over-reacting, unfair discipline, feeling of whites that this is temporary so why try.

QUALITY OF EDUCATION - Steadily improving. New methods--team teaching, revised curricula, individualized instruction, new Kindergarten program, white and black teacher's aides in every class. 4,000 volunteers as tutors, aides. Ability grouping being phased out.

Both the school board and administration now feel that we need a strong national policy on school desegregation and busing. With political stability and the absence of "irresponsible statements", the district would turn the corner. The attitude of "let's get on with education", is growing and negative statements from Washington will only bring the atmosphere to a "boil" again.

REFERENCES:

1. "Five Communities: Their Search for Equal Education", December 1972, U.S. Commission on Civil Rights.
2. "School Desegregation in Ten Communities", June 1973, U.S. Commission on Civil Rights.
3. "The Diminishing Barrier: A Report on School Desegregation in Nine Communities", Decemver 1972, U.S. Commission on Civil Rights.

DENVER'S SCHOOL DESEGREGATION PLAN - APRIL 1974

(as ordered by Judge Wm. E. Doyle, effective Sept. 1974)

In his lengthy and painstaking search for a plan for the desegregation of Denver's public schools consistent with the "root and branch" mandate of the U.S. Supreme Court, Judge Doyle has gone to great lengths to:

1. Retain the advantages of the neighborhood schools, ex. In the paired schools, students are returned to their home school for the last part of the day (some exceptions).
2. Minimize bus transportation numbers and distances. Most rides to be 3 - 5 miles, some to be 8 - 9 miles. Number bused in 1973-74 averaged 14,500 (p.28 Judge Doyle's Opinion). During 1974-75 averaged 25,000. Part of increase because of providing transportation for senior high students. No district-wide plan existed previously.
3. Equalize the transfer burden, i.e., if you don't attend a neighborhood school at the elementary level, you will at the junior or senior high level.

Statistics

DPS Population - 85,438 Sept. 1973; 78,281 Sept. 1974

Percentages (approx.)		Sept. 1973	May 1975
	Anglo	55	54
	Black	18	18
	Chicano	27	26
	Others		1+

Desegregation range in new plan - each school from 40 - 70% Anglo with a few exceptions.

Kindergarten are NOT included in any assignments in the new plan.

THE PLAN

On April 8, 1974, Judge Doyle adopted (with some modifications and refinements spelled out in his final decree) the desegregation plan formulated and submitted by Dr. John A. Finger, Jr., consultant to the court, having been unsuccessful in his endeavor to receive acceptable plans from the defendants or plaintiffs. Major features of the plan are outlined below.

A. Elementary Schools - Four Procedures Used

1. Rezoning of 22 schools (predominately West Denver), 10,000 students
2. Short bus rides - mostly less than 3 miles (10-15 min.)
   -4300 students (1500 minority + 400 Anglo are bused - others walk in)
3. Reassignment of 1100 minority students to south Denver for 6 elementary years. Then, assignments of same students to junior and senior highs within walking distance. Anglo students at receiving schools will be bused at either junior or senior high level.
4. Pairing plan (37 schools) 14,000 students. Paired classroom by classroom at least half the school day plus lunch. "Number to be transported in each instance is one-half of the smallest number of minority students or Anglo students in each pair." Only the majority students from each school ride the bus, Anglo from one school and minority from the other. The description of methods of achieving the paired product and the logistics involved in whatever method is selected are sketchy and are by and large left to the administration to define and refine subject to approval by the court and Dr. Finger.

B. Junior High

1. Junior High Schools have been desegregated for the most part by rezoning.
2. Where highly concentrated minority or Anglo schools exist, it has not been possible to desegregate entirely by boundary changes. Here satellite zones have been created - Anglo students at receiving schools in elementary procedure #3 will form satellites for now predominantly minority junior highs; satellites have also been created for assignments out of presently highly concentrated minority schools such as Cole and Mann. Minority students already being bused to Anglo junior highs should, where feasible, be assigned to the same schools.
3. Transportation provided for pupils residing over 2 miles from assigned school.
4. By September 1974 all junior highs will be at least 50-70% Anglo except Smiley pending completion of new Gove Jr. High in September 1975.

C. Senior High

1. Senior High schools have also been desegregated mostly by rezoning. Of the 12,000 students who will continue next fall, 2,500-3,000 will be reassigned. Of these, 1,600 minority students will go to now predominantly Anglo High Schools. (700 of these already are). Three Anglo satellites will go to Manual and East.
2. Manual High School to be desegregated, primarily by rezoning with East High, becoming an "East-Manual Complex". Schools are 1 1/2 miles apart; both to be about 56% Anglo. (See page 11 for changes for 1975-76 school year)
3. Manual faculty is experienced in teaching minorities. Should be reassigned so all high schools may share their experience.
4. Transportation provided for all students living over 3 miles from assigned schools. Transportation should be efficient and provide for activities and backup buses in certain situations.

MAJOR POINTS IN JUDGE DOYLE'S FINAL DECREE (April 17, 1974)

1. Defendants must stop discriminating on basis of race or color and take affirmative action and use their full "know-how" to disestablish all school desegregation and eliminate effects of dual system; now and in the future.
2. Plan of Dr. Finger to be implemented in 1974-75 school year.
3. Modification of Finger Plan
    - A. Student Council elections to be held in Fall of 1974 (instead of Spring 1974).
    - B. Defendants to consult with Dr. Finger regarding moving "grid lines" to nearest street, etc.
    - C. School administration can establish an alternate program of vocational courses either at Manual or at other premises to meet specific needs.
    - D. All grade-level children in the paired schools shall participate equally and equitably in the pairing program (while meeting the proviso for transporting "one-half the lowest number").
    - E. Satellite areas - minority students residing in Anglo areas may, at their option, remain in currently assigned schools, and vice versa.
4. Defendants have certain allowed "options" and certain administrative details to work out. They must do this promptly and report to the Court, but cannot alter plan without Court's approval.
5. V.O.E. (Voluntary Open Enrollment) - decision to continue or not shall await final development of details of Finger plan. (It was later decided that no V.O.E. would be allowed for the 1974-75 school year). See page 11 for changes for 1975-76 school year.
6. Defendants retain power and duty to make assignments of pupils for administrative reasons. For "Hardship" transfers, "race" is not a valid basis. Defendants charged with preventing spurious transfers and adult residence falsification.
7. No students shall be segregated or discriminated against on account of race or color in any school activity.
8. Collateral services shall continue; i.e. hot breakfast, free lunches, tutorial services, health services, remedial help, etc.
9. Transportation plan shall be filed promptly with Court so it can be evaluated by a transportation specialist. Shall buy extra buses if necessary.
10. Defendant's plan for orientation and training of staff, parents and students shall be implemented with dates adjusted to begin about 4-15-74. All training for school personnel is mandatory. (Use Defendant's Exhibit ZB-III or task force headed by Evie Dennis.) (For 1975-76, a new In-Service Center will give training to both new and some existing personnel.)
11. Monitoring Commission (outstanding community members) shall be appointed by Court. Defendants must cooperate with Monitoring Commission. (The name of this commission was changed to Community Education Council.)
12. Functions of C.E.C. (Community Education Council)
    - A. Coordinate community efforts.
    - B. Educate community regarding Court's findings and conclusions.
    - C. Educate community regarding details of Finger plan.
    - D. Receive community input; observe schools and report problems to Court.
    - E. Report to Court regularly regarding execution of Plan.

*13. Defendants shall develop a Bi-lingual, Bi-cultural Plan (according to Dr. Cardenas' plan) implement at Del Pueblo, Cheltenham, Garden Place, Boulevard and Swansea-Elyria Elementary; Baker Jr. High; West High. (For 1975-76, program is expanded to Bryant-Webster, Crofton, Fairview, Fairmont, Gilpin, and Greenlee Elementary; Lake Jr. High; North Senior High. All of these additional elementary schools are also paired.)

14. No new schools to be built to foster segregation.

15. Monthly reports (starting 5-1-74) to Court by defendants to show status of plan and compliance. (Reports completed for 74-75 school year. Not deemed necessary for the 75-76 school year, according to D.P.S.)

16. After school starts (no later than 10-15-74), defendants report to Court re: actual enrollment in each school by race, number of teachers (probationary and tenured) and substitutes, number of paired children, number of aides, number of suspensions, number of hardship transfers requested, and implementation of Bi-Lingual/Bi-cultural Program. (Reports to continue for 75-76 school year).

17. Faculty and Staff must be desegregated in each school to reflect not less than 50% of the ratio of minority to Anglo teachers and staff in total DPS (Chicanos excepted at present - too few available). Affirmative hiring program to attain ratio of black-Chicano-Anglo students but employment standards need not be lowered. (Progress on affirmative hiring is not available as of 8/75)

18, Decree binding on school administration and personnel and school Board.

19. Defendants pay Finger's fee and plaintiffs legal costs.

NOTEWORTHY FACTORS AFFECTING DENVER'S DESEGREGATION

Feb. 1974	C.A.N.S. (Citizen's Association for Neighborhood Schools). Organized to preserve neighborhood schools and to work for passage of a constitutional amendment that would prohibit the assignment of children to any public school on the basis of race, religion or color.
April 1974	P.L.U.S. (People, Let's Unite for Schools) A coalition of approximately 50 civic organizations formed to aid the smooth implementation of the Court ordered desegregation, as long as it is in effect. No commit either for or against busing.
July 1974	Detroit Decision. U.S.Supreme Court ruled (5 to 4) against inter-district busing for purposes of integration, unless it can be established that the surrounding school districts contributed to the segregation of the core-city schools. This decision may or may not affect future metropolitan school district cases.
Oct. 1974	School Boycott. The District Court issued a temporary injunction to prevent C.A.N.S. organizing and directing four student boycotts during October 1974.

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*From Appendix A of Judge Doyle's opinion. "Dr. Cardenas' plan is at heart based on the conviction that minority youngsters often fail or perform poorly in the typical American school system today, because the school the child attends, whether integrated or segregated, is largely an alien world to him; where classes, including the most basic of skills, are taught in a language which the child often does not comprehend or lacks facility in; where he is asked to relate to experiences which have no relevance to him outside the school; and where he is often taught to regard negatively his own backgrounw, culture and personal abilities.

Nov. 1974 Colorado Proposition #8. Stated that no child should be assigned to a particular school according to his racial origin. Passed overwhelmingly. Has no effect on existing desegregation because Denver is undur Court order issued pursuant to federal constitutional law which has precedence over state law.

June 1975 Colorado's Bi-Lingual/Bi-Cultural Act(HB 1295) was passed effective September 1975. Denver's court ordered Bi-Lingual/Bi-Cultural plan presently meets federal Emergency School Aid Act (E.S.A.A.) guidelines and receives E.S.A.A. funds. After the Colorado Bi-Lingual/Bi-Cultural guidelines are formulated, Denver's program will be adjusted if necessary, to conform to Colorado's standards, and will receive funds accordingly.

SOME CHANGES IN THE PLAN SINCE IT'S INCEPTION 1974-75 SCHOOL YEAR

Minor Boundary Changes Several school boundaries were readjusted to relieve overcrowding or avoid traffic hazards. Kinght Elementary (Oct. 74) received satellite from new housing at Lowry AFB making them both paired and satellite schools. Smith Elementary (Nov. 1974) very overcrowded so 285 students reassigned to Montclair and Bradley.

Ethnic Definitions (March 1975) Originally, ethnicity was determined mostly by teacher observation. After the American Indian classification increased considerably at one elementary school it was decided that something more definite was needed. Consequently, Judge Doyle ordered that a Parent's Committee be authorized to receive affadavits, determine the ethnic classification of students, and notify the school district of its results.

1975-76 SCHOOL YEAR

Manual V.O.E. (Voluntary Open Enrollment). During 1974-75, Manual did not achieve 50% Anglo enrollment. After surveying all 1975-76 Senior High students (70+ indicated an interest in attending Manual) the school district asked the court to allow Anglo V.O.E. at Manual for 1975-76. If the V.O.E. approach fails to correct the percentages, a satellite will be assigned.

Montclair Elementary V.O.E. Although Montclair was in the prescribed 40-70% Anglo range (4[illegible]%) during 1974-75, a Montclair citizens' group asked that Anglo students in the five adjacent elementary schools be allowed to volunteer-in to Montclair on a one-to-one basis with a corresponding Montclair minority student volunteering-out to the adjacent school.

Part-time Pairing During 1974-75, of the "paired" school combinations, three consisted of clusters of three plus one cluster of four schools. In an ethnic balance adjustment one school was removed from the four-some, so 1975-76 will see four clusters of three schools.

C.E.C. Ordered to continue functioning for 1975-76 school year and increased to 63 members.

Boundary Changes Involving several elementary schools. Gove Junior High will receive 155 students from Smiley.

INTERVENORS AND AMICUS CURIAE IN KEYS vs. SCHOOL DISTRICT NO. 1.

Amicus Curiae

Colorado Association of School Boards thought the decision was unconstitutional because the District Judge was trespassing on local school board's rights by determining curriculum (specifically the order relative to Bi-Lingual/Bi-Cultural education)

Colorado Department of Education felt that in parts of the Final Decree, the court overstepped its authority by usurping the decision-making powers of local school boards (guaranteed by Colorado statutes) in areas unrelated to the litigated issues of desegregation.

Intervenors

C.H.E. (Congress of Hispanic Educators) Attacked the lack of progress in "Affirmative Action" hiring practices. Hearing scheduled for August 1975.

Montbello Citizens' Committee wanted to keep their naturally integrated community unaffected by the court order. This was allowed at the elementary level. It is impossible, presently, at the secondary level because there are no secondary schools in Montbello.

C.A.N.S. intervened to try to prevent system-wide desegregation using busing. Later withdrew (because of lack of funds).

Others United Parents of Northeast Denver
Moore School Community Association and Moore School Lay Advisory Committee
Concerned Citizens for Quality Education.

The Community Education Council

2301 South Gaylord Street Denver, Colorado
753-2889 80210

August 20, 1975

DEAR MONITOR:

YOUR APPOINTMENT LETTER WILL SERVE YOU UNTIL YOU ARE ABLE TO MAKE AN APPOINTMENT FOR YOUR PHOTO I. D. THIS IS A REQUIREMENT OF THE DENVER PUBLIC SCHOOLS, SO PLEASE ARRANGE FOR YOUR PHOTO APPOINTMENT AS SOON AS POSSIBLE:

CALL DPS - 266-2255, Extens. 374

The Community Education Council (CEC) is a monitoring group appointed by Judge William E. Doyle of the Tenth District Federal Court under paragraphs 13 and 14 of his Final Judgment and Decree, Civil Action No. C-1499, dated April 17, 1974.

Exhibit 35

UNIVERSITY OF DENVER
COLORADO SEMINARY
DENVER, COLORADO 80210
OFFICE OF THE CHANCELLOR

July 12, 1974

The Honorable William E. Doyle, Judge
U. S. Court of Appeals, 10th Circuit
Room 543, U. S. Court House
1929 Stout Street
Denver, Colorado 80202

Dear Judge Doyle:

On 30 April 1974, pursuant to the final Judgment and Decree in Civil Action No. C-1499, the Court appointed 41 persons to serve on a Community Education Council.

The Council met for the first time on 10 May and received instructions and recommendations from you. Since that time, the Council has held five meetings of the full group, plus numerous meetings of committees and subcommittees. We have held two meetings with Superintendent Louis Kishkunas of the Denver Public Schools and members of his staff. A meeting with President Perrill of the School Board of the Denver Public Schools is scheduled for 19 July 1974.

You have already been informed of the organizational structure developed by the Council, and additional details as well as progress reports for the Council's various committees and subcommittees are attached for your further information. These reports reflect the initial stages of the various committee functions. Our effort has been directed toward developing a capability to monitor the implementation by School District No. 1 of the Final Judgment and Decree, to encourage interaction and supportive involvement by community groups, to prepare materials designed to inform the public of the details of the Court's Decree, to encourage widespread media interest and to communicate to the Court the existence of special problems and opportunities in connection with the school integration which the Final Decree is designed to initiate.

We believe that we are now organized to function effectively in the areas mentioned above, and future reports will be primarily for the purpose of comparing activities in the school system with the provisions of the Court's order.

> to behavior of this kind in connection with the opening of the Denver Schools in September.
>
> ...The Council views with special concern at this time some aspects of the Court plan for which final action has not yet been completed by officials of the School District. These include:
>
> ...Transfers of faculty
> ...Maintenance of special programs.
> ...Provision for transportation.
> ...Handling of Bilingual/Bicultural programs.
> ...Inservice training of all administrators faculties and staff members.
> ...Orientation of parents and students.

The Council notes that these matters are all the subject of reports by the School District to the Court but we reflect uneasiness at some of the delays and misunderstandings that have characterized the early stages of preparation for implementation.

The Council hopes that these reports will be of some assistance to the Court. We will be advising you, from time to time, of evidence of compliance and implementation under the Final Decree and we trust that you will not hesitate to call upon us if we can be of particular assistance.

Yours truly,

Maurice B. Mitchell

Maurice B. Mitchell, Chairman
Community Education Council

vgh

We will, of course, inform you also of other activities of the Council.

The following comments may be of special interest at this time:

...The Council is adding to its existing committee structure a committee on transportation. Delays in the acquisition of school buses have made the Council members feel that special attention to this area of implementation is necessary.

...Failure of the School Board to act to request funding under certain Federal Programs may have a deleterious effect on the ability of the District to comply with the Final Decree. The Council hopes to pursue this matter further at its scheduled (19 July) meeting with Mr. Perrill, but we call your attention to the fact that such conduct on the part of the School Board may be an indication of indirect resistance to compliance with the order of the Court.

...During a recent visit to Denver by Dr. John A. Finger, Jr., a consultant to the Court in establishing boundary lines, it appears that some boundary changes were made. It would also appear, from discussions with Dr. Kishkunas, correspondence from Dr. Finger, and recent press coverage that further changes have been agreed upon. In order to monitor implementation of the Decree and provide adequate information to parents and others, the Council needs the detail of these changes, and should also have from the Court an official indication that they have been made a part of the Court's order.

...We call your attention to the fact that the implementation of the Court's Final Decree will reach its most sensitive stage at a time when local political activity will be at high intensity, in anticipation of the November elections. We point, also, to the political activities which precede nominating conventions late this summer. It is already clear that desegregation will be a contentious political issue, which makes the task before us more difficult. In a number of instances already reported in the press, the action of the Court has been criticized and, directly and indirectly, suggestions have been made to the effect that actual implementation of the Final Decree may result in hazardous conditions in the schools. The Court may wish to consider at this time how it might respond

UNIVERSITY OF DENVER
COLORADO SEMINARY
DENVER, COLORADO 80210

OFFICE OF THE CHANCELLOR
303 753 2111

September 20, 1974

Hon. William E. Doyle, Judge
U. S. Court of Appeals, Tenth Circuit
Room 543, U. S. Court House
1929 Stout Street
Denver, Colorado 80202

Dear Judge Doyle:

This is the second report of the Community Education Council. In the period intervening since our July 12 report, reports of correspondence and meetings of the Council have been delivered to you on a regular basis, and we have had several informal conversations regarding various aspects of the Council's activities. I know the members of the Council would want to join with me in expressing appreciation for your continued interest and support.

I believe it would be fair to say that the Council's most vigorous activity since July 12 has been the appointment, training and supervision of its monitoring group. The chair woman of the Monitoring Committee is Mrs. Jean Bain. Together with her associates---Mrs. Jean Emery, Mrs. Martha Radetsky and Mrs. Deborah Sturges---she produced an impressive group of monitor-volunteers (including many who are also members of the Council), and undertook to provide orientation and training for them during the summer. Her committee worked out the procedures for monitoring and reporting which are already in your files.

As you know, under the monitoring program administered by the Community Education Council, two monitors are assigned to each school in the system at all three levels---elementary, junior high and secondary. Although a monitor may be assigned to two schools, there are never less than two monitors responsible for observing the implementation of the Court Order and the manner in which the school staff, administration and students conduct themselves under the new circumstances. Almost every monitor now has credentials, issued by the School District, and there have been no serious incidents in which individual schools have refused to assist the monitors. The great majority of school administrators, principals and others, have been friendly, enthusiastic and helpful, and the monitors are greatly impressed by the attitude these same officials have brought to the problem of desegregation or compliance with other aspects of the Court Order.

The general mood of the monitors is one of enthusiasm with respect to the manner in which they are received at their assigned schools, and the cooperative attitude on the part of school officials.

Although it is still too early to draw any firm conclusions from the monitors' reports, it is already evident that certain problems are developing:

I. TRANSPORTATION

The adjustment to larger scale busing has on the whole been very well handled. Nevertheless there is still a serious situation with respect to the percent of occupation of buses. Some are still very crowded, while others seem to travel half empty. The scheduling delivers most students on time, but some are consistently delivered late, and in some cases, the school staff does not treat students who arrive late with much sympathy.

A number of students whose schoolwork is completed at noon or thereabouts are not provided with bus service back to their home areas because the vehicles are otherwise occupied at that time of day. Some of these students have jobs after school, and are not provided with transportation back to the area where the jobs are. It is clear that in a number of cases, a student's inability to hold his job will produce a drop-out. The importance of making adjustments in bus schedules for this kind of thing cannot be underestimated.

There is widespread disagreement as to the kind of busing that is available to students. School District rules about the distance from a school---making for eligibility for busing---are misunderstood by many parents.

The Council feels that the District should be commended on the manner in which supervision inside each bus had been conducted. There has been a minimum of unpleasant incidents on buses, and we feel this attests to the quality of para-professionals and other bus supervision which is in effect.

We are attaching to this report copies of individual reports from monitors, together with summaries by Mrs. Bain and the subcommittee chairwomen referred to above. Some of these make reference to these problems.

We are particularly concerned about transportation inadequacies in the Montclair-Smiley area. This is at best a poor area for students to be moving about without supervision or police protection. Yet bus schedules here have been discontinued this year for junior high students, and there is no R.T.D. transportation available. Only the assignment of special police officers (SCAT) in this part of town makes the situation minimally tolerable. We are going to urge the School District to view this situation with greater concern and to take whatever action is necessary to minimize the problem.

II. ENROLLMENT

Monitor reports reflect extremely uneven school enrollment. This may be in part the result of lowered enrollment in the schools in general (final figures for the first semester are not yet available), but uneven and unbalanced enrollment occurs most frequently in the paired schools. It may well be that some action has by now been taken to correct this imbalance. If not, it should be considered.

We note that boundaries are still being changed, and wonder whether this may be producing some sort of adverse effect resulting from moving students around too frequently. It may be that the unbalanced population figures will have to be tabled for the semester or the school year, while the School District gives more careful study as to how the implementation of the desegregation plan can more equitably distribute the school population. Dr. Finger may be helpful here.

Monitors indicate that some of the schools in the system are severely under-enrolled. In some cases there appear to be half as many students as the building itself can accomodate. Whether this situation will ultimately affect the ability of the system to preserve a balanced enrollment is something which will have to be studied with an eye toward future years. Meanwhile there is no substantial evidence to indicate that large numbers of people have moved out of the city for the purpose of avoiding desegregation. The Council hopes to have a look at private school enrollment in the area soon, but early indications are that only a relatively few students are reflected in the admittedly larger enrollments in private schools this year.

Monitors looking at behavior in the schools do not report any serious incidents taking place. They seem to be universally pleased with student attitude and the willingness of teachers, principals and students to exert the necessary effort to make the program a success. Some have gone far beyond the ordinary requirements of effecting new programs, and the monitors have high praise for the people responsible.

We are recognizing that as the school year progresses, and the situation becomes less of a novelty, some of the ordinarily expected tensions among students may develop. Monitors will then be tested and the monitoring system will be put under pressure to demonstrate that early information and the application of good will and professional competence on the part of school administrators and teachers will make it possible for them to handle situations of this kind.

Reports of individual monitors, together with those of chair- and sub-chairpersons are attached to this report. I think you will find some of them interesting, and many of them most gratifying. This work is a commendable example of citizen volunteers applying themselves to a difficult task and discharging it well.

I might add that special training was provided for monitors assigned to schools scheduled to carry bilingual-bicultural programs. This should help us to understand the nature of these programs and the manner in which they conform to your Decree.

*

The other committees of the Council have also provided material for this report to you. They are attached with this letter. Perhaps, however, a short summary would be helpful:

LIAISON COMMITTEE

This committee, headed by Mrs. Jeanne Kopec, meets with the Superintendent and his colleagues at the Denver Public Schools headquarters. We are generally satisfied with the performance of the School District under the Court Order, but the committee has found in some cases that full compliance does not seem likely to be achieved immediately. A good example is in the field of Bilingual-Bicultural Education programs which are specifically called for in the Decree, and are now running substantially behind schedule. This report will make further reference to this matter later on.

At Liaison Committee meetings the Council members check out rumors and specific complaints of a policy nature, and inquire into the status of various programs required under the Decree. We also share with the Denver Public Schools our own schedule of activities so that they may be aware of and participate in them. The District communicates to us its problems related to fulfilling the requirements of the Decree, and with certain aspects of the monitoring program. This is a good relationship, and I hope we can preserve the ability to talk to the administration, and to feel that we can be mutually critical, as well as helpful, and can point out problems to them with which they will deal promptly.

The Liaison Committee had one meeting with James Perrill, President of the School Board---a meeting which was inconclusive. We simply offered an explanation of what we were doing, and asked questions regarding school board funding in general, and as it applies to the Decree in particular. Mr. Perrill explained that the Board would pursue every possible avenue leading to the delay or reversal of the Court Order, and assured us he had been told by school officials that there was adequate funding for implementation "through the month of September." We did not get a clear explanation from him as to where the funds will come from after that, and have been unable to secure such information from the School District. Filing of the school budget by Dr. Kishkunas took place just the other day, and the amounts involved may have some bearing on this. As you have suggested, we will be establishing an _ad hoc_ Budget Committee to examine the school budget as it affects desegregation and the Court Order, and shall report to you separately on this.

The Council fears that the School District may, for various reasons, find itself financially unable to fully implement the Court's Decree.

VOLUNTARY AGENCIES COORDINATING COMMITTEE

We have been impressed by both the numbers and the enthusiasm of citizen groups organized to assist in the desegregation program. Many of them have been most effective in identifying particular problems and documenting them extensively. The Council hopes the Denver Public Schools will react to this volunteer involvement with sympathy and enthusiasm. When citizens receive prompt and cheerful response to their suggestions---even though their ideas are not always adopted---they in turn reflect sympathy for the problems of the School District. When a friendly relationship is lacking, the beginnings of hostility are bound to develop.

COMMUNITY EDUCATION COMMITTEE

The report of this Committee is attached, indicating that special pains were taken to convey to the Denver media---radio, television and newspapers---the delicate problems presented by coverage of the early days of school desegregation. It would appear that most representatives of the media have been cooperative. The Council regrets the front page coverage of the violence in Boston schools. This may appeal to the pride of the Denver Public Schools as a contrast to the calm manner in which desegregation occurred here, but such a story could possibly inflame others. On the other hand the Council has put its faith in the judgment of the media, and thus far has not been disappointed. The Council's small collection of educational materials provided by Chairman William Funk and his committee appears to be getting good use by interested groups.

BILINGUAL-BICULTURAL EDUCATIONAL PROGRAM

The Council has been troubled by this program from the earliest days of its investigation into compliance by the school system with the Court Order. The order clearly calls for specific kinds of activities on the part of the School District. Our observations have disclosed that these activities are very much behind schedule, and representatives of the District are not entirely accurate in their statements regarding these programs. At a Liaison Committee meeting called for the purpose of discussing the Bilingual-Bicultural program, the Council was advised of rather extensive "planning," but found on the first of September that the job of Supervisor for the program had been posted only a few days earlier. It must have been clear to all concerned that the late posting of the position made it impossible to put such a program in effect in time to comply with the Court's wishes that the plan be available to students during the current semester. In addition, the fact that the administration had interviewed applicants for the post of supervisor in advance of posting the job indicates that a violation of the system's Affirmative Action program took place. It seems to the Council that it is unwise for the administration to be violating a program designed to prevent racial discrimination in connection with their effort to implement a desegregation plan. Late posting of this assignment suggests the possibility that the District will not receive applications from the best qualified people. Most of them would already have been committed to other positions here and elsewhere by the time the job was posted.

Handling of this situation in such a manner, regardless of whether it may be explained by extenuating circumstances, has the effect of discouraging the Hispano community and giving its people a feeling of uneasiness with respect to the intent of the District Since the Hispano community has supported the desegregation effort under conditions which make it clear that they are not the prime beneficiaries of many of the actions taken, it would seem reasonable that the District would exert every effort to institute this particular program.

The Council's uneasiness about the status of the Bilingual-Bicultural educational plan has its roots in the outcome of a meeting held earlier with the administration. At that time the Council was informed that the transfer of teachers in court-designated schools was to be based on the needs of the Bilingual-Bicultural proposal. Subsequently several qualified and experienced teachers in that field were reassigned to schools not involved in the program. (Indeed, a recent report from Fallis Elementary School indicates that it has "more than enough teachers to maintain ethnic balance." This is a school in which a bilingual-bicultural program would have less significance than in those identified with the Court Order.)

Possibly because of this failure to make transfers with the special Hispano program in mind, the District on August 30 reassigned eight teachers as bilingual-bicultural instructors to each of the court-designated schools. These positions had not been mentioned in any report, and the reassigned teachers in some cases were given only an hour or two to accept or reject the assignments. Adequate job descriptions were not available at the time of the reassignments, and the entire thing smacks of "catch up" management of the kind that cannot help but do harm to this well-conceived section of the Court Order. In all our meetings with School District officials the Council was assured that the bilingual-bicultural programs required by the Decree would be operational when school opened. With the exception of Del Pueblo Elementary School, where a program was already in operation before the Court Order was issued (and supported by Federal funds), the program does not appear to be operative at this time.

The Council is unable to advise the Court where the plan is in operation within the school system, and we cannot comment on the quality of such a program, or how it conforms with the conditions mentioned in the Decree.

School District officials advised us that certain in-service training took place recently and prior to this report to the Court, but there is substantial disagreement as to whether these programs were of any real value.

Our monitors report much anticipation in the schools with respect to the initiation of these programs, and it is clear that a late effort is now being made by the administration to get something in operation in the bilingual-bicultural area.

Out of this series of observations the Council can only recommend that the District advance the priority level of the Bilingual-Bicultural program to the top level on which other matters are being dealt with at the present time. There should be some evidence that an effort is being made to do more than plan for the future, and that people of high quality and extensive experience are being sought to fill the position of Supervisor. In this regard the Council hopes the District will consider qualifications for key positions to include experience in bilingual-bicultural education, as well as administrative experience.

Finally, it seems important to us that parents and officials in the designated schools be kept informed of the progress in establishing this plan---already far behind schedule.

*

In recent days a group of Denver Citizens (C.A.N.S.) has indicated through its president that it has made plans to hold children away from schools on Fridays through October. One such boycott is planned in cooperation with Boston citizens. Although the group professes its desire to operate peacefully, the Council suggests that the action may backfire in inflammatory implications, and that a danger may exist to children attending schools on these days. It is also clear that children forced to remain home will be deprived of 20% of their required school attendance during October. The boycott is likely to hamper implementation of the Order of the Court, and will therefor be observed by the Council.

We apologize for the length of this letter and the bulk of material attached, but assume that in these beginning days you will want as much in the way of response to the ongoing situation as possible. You will have observed from the above that the desegregation program is off to a good start, without incident, and that there is evidence it will continue to function in this manner. The Council intends to continue and to intensify its monitoring activities in the weeks and months ahead, and will continue to identify lapses in the School District's implementation responsibilities where and when they occur. The Council has come to understand that in being critical of some aspects of the implementation of the Court Order, we are believed to be critical of the entire implementation process. Since we have a high regard for the dedication of school officials and their colleagues at the Denver Public Schools administrative offices, we deem this to be unfortunate as well as unavoidable.

Sincerely yours,

Maurice B. Mitchell

Maurice B. Mitchell, Chairman
Community Education Council

Reports enclosed

UNIVERSITY OF DENVER
COLORADO SEMINARY
DENVER, COLORADO 80210

OFFICE OF THE CHANCELLOR
303 753-2111

October 15, 1974

Hon. William E. Doyle, Judge
U. S. Court of Appeals, 10th Circuit
Room 543, U. S. Court House
1929 Stout Street
Denver, Colorado 80202

Dear Judge Doyle:

Mrs. Jean Bain, Chairperson of the Community Education Council's Monitoring Committee, along with Mrs. Jean Emery, Chairperson of the Elementary Monitoring sub-committee, in consultation with Council members Mrs. Mary Baca, Mrs. Norma Edelman, Dr. Sally Geis and Mrs. Rachel Noel have, at the request of the Council, written an analysis of some of the present problems in the paired school program provided for under your Final Judgment and Decree.

Here are their comments:

"It seems imperative at this time to bring to the court's attention both the great disparity in numbers between some of the paired schools and the resultant non-compliance with the court order for classroom pairing on the elementary school level.

"By getting a relatively accurate count of the students who are eligible for busing in the paired schools, it becomes clear that there are at least ten pairs of schools that are unable to work together evenly as pairs. (See attached chart.) Classroom pairing in which all classrooms are utilized cannot be accomplished. In some situations the majority students are being spread throughout the minority classes in order to achieve the greatest breadth of desegregation. Students from one classroom at their home school may be assigned to several classrooms at the paired school. This arrangement increases feelings of uneasiness and separateness on the part of Anglo students. On the other hand, minority students will either be bused for one nine-week period---not for half the year---or they will not be bused at all because the formula of using half the smaller number to be bused does not include them.

"A concomitant concern is that the educational strength of the schools may be weakened. In order to accomplish pairing effectively, there must be good communication between pairs on all levels---parent, teacher and administrator. To date there are two schools where teachers have yet to get together at all to talk about mutual students and plans. Others have gotten together on superficial bases. The students from the other school are viewed as 'bused' students or 'those (school name) students.'

"The curriculum between schools is not being correlated, and, in fact, has been duplicated in some instances. Such an example is having students in the morning draw and study the Mexican flag on Mexican Independence Day, only to repeat the same study exercise in the afternoon. When schools are not paired on a classroom basis, the following results occur: (1) loss of teacher involvement and communication; (2) children are not accepted as part of the class; and (3) teachers of one school looking down on teachers of the other school. In-service for paired schools should involve intensive paired grade level or classroom exchanges between teachers, rather than whole school sessions. Instead of the present feelings of separation, the need and ability to work together on the part of parents, students and teachers must be fostered.

"There are additional teacher and parent concerns even about the well-executed paired plan. The impact of these concerns cannot be evaluated until the classroom pairing is more generally used. The concerns are: (1) that the subjects taught at the home school reinforce segregation; (2) that the time loss is so great, students who need it do not get as much supplementary help as they did previously (there is some teacher movement toward requesting all-day pairing); and (3) that the number of people to whom little children must relate daily has been doubled, at least.

"Correcting the imbalance in numbers between the pairs is essential, so that classroom pairing may be implemented and unemotional evaluations may be made. It seems desirable to create a satellite for large, heavily populated areas such as Smith, Harrington and Wyatt. V.O.E. is seen as divisive and non-comprehensive. Other pairs may be brought into balance by rezoning the minority school or increasing the numbers in the majority school. A satellite area should not go to a paired situation because there would then be double busing. It should be noted that only one of the out-of-balance pairs has a larger number of students in the majority school. All the other imbalanced pairs have a larger number in the minority school. The adjustments should be made considering the entire school district and its school capacities and enrollments, not on a piece-meal basis.

"Thank you for your consideration of these matters."

Enclosed are letters from parents of children in paired schools not already sent to you in previous mailings.

Sincerely yours,

Maurice B Mitchell

Maurice B. Mitchell, Chairman
Community Education Council

Encl.
CC: Superintendent Kishkunas
Dean Robert Yegge
Mrs. Jean Bain
Mrs. Jean Emery
Mrs. Jeanne Kopec
Mrs. Mary Baca
Mrs. Norma Edelman
Dr. Sally Geis
Mrs. Rachel Noel

STUDENTS ELIGIBLE FOR BUSING UNDER THE PAIRED PLAN

	FROM MINORITY SCHOOLS		FROM MAJORITY SCHOOLS		DIFFERENCE: Students not in pairing plan
1.	Harrington & Wyatt	710	Ellis	460	250
2.	Smith	830	Fallis & McMeen	606	224
3.	Mitchell	498	Force	308	190
4.	Barrett	270	Knight	120	150
5.	Smedley	355	Alcott	216	139
6.	Fairmont	342	Lincoln	212	130
7.	Gilpin	320	Johnson	200	120
8.	Columbine	271	University Park	371	100
9.	Bryant-Webster	379	Gust	287	92
10.	Whittier	340	Asbury	251	89
11.	Remington	256	Berkeley	206	50
*12.	Crofton	178	Steele	157	21

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* There seems to be real enthusiasm about the positive values of pairing among the teachers in this pair. Perhaps the small number imbalance (21) is significant in their commitment.

UNIVERSITY OF DENVER
COLORADO SEMINARY
DENVER, COLORADO 80210

OFFICE OF THE CHANCELLOR
303-753-2111

February 10, 1975

Hon. William E. Doyle
543 U. S. Court House
1929 Stout Street
Denver, Colo. 80202

Dear Judge Doyle:

During recent weeks the Community Education Council has addressed itself to a closer examination of a number of activities in the Denver Public Schools which come under your Final Judgement and Decree (C-1499).

We have the following to report to you:

1. AFFIRMATIVE ACTION:

Section 19, Paragraph D of your decree orders the Denver Public Schools "to implement forthwith an affirmative action plan" containing certain clearly-stated provisions, and further requires the DPS to "submit semi-annual reports outlining their efforts and progress towards attaining the goals in the affirmative action plan," the first of these reports to be made on September 1, 1974.

We regret to advise you that as of the regular meeting of the Board of the Denver Public Schools on January 16, 1975, no such affirmative action plan has been prepared and adopted by the DPS. The Board has followed the policy frequently used to evade the affirmative action requirement: it has held a prolonged series of hearings to consider various "proposals" for obeying the court decree. At its January sixteenth meeting the DPS Board again tabled the matter of an affirmative action program.

There is no affirmative action program in effect in the Denver Public School system, and no immediate prospect of having one, if the actions of the Board represent its present thinking. This would appear to be a clear violation of the court's decree.

As a recipient of Federal funds for a number of progr called for under its decree, the DPS is required by the Civil Rights Act and Executive Order 11246 (as amended) to establish a maintain an approved (by H.E.W.) Affirmative Action Plan which compares closely with the plans stated in the court's decree, specifically Section 18 and Section 19.

The court may wish to examine the possibility, with members of the Regional or National office of the Department of Health, Education and Welfare, as well as with members of the DPS Board and administration, that by its failure to adopt and implement such a plan, the Denver Public School system may jeopardi or forfeit its right to receive further Federal funds for any purpose. The effect of such an outcome may be to put the DPS Board in a position to claim that it cannot comply with other requirements of the court's decree.

Failure of the DPS Board to adopt an Affirmative Action Program as required has caused uneasiness among members of the minority communities within the school system. Members of these groups indicate to the Council that they interpret this failure as continuing evidence of the unwillingness of the system to comply with other sensitive areas of activity covered by the court's decree. The effect is intimidating.

2. BILINGUAL/BICULTURAL:

This program, required and described under Section 15 of the court's decree, got off to a seriously delayed start. It has continued to lag. Council observers report that the program continues to be minimal, and that many aspects of bilingual/bicultural education as envisaged by the court's decree are still in the preliminary stages---or worse---exist only on paper.

A city-wide lay committee was set up at the start of the school year, but only recently has the school system appointed a professional curriculum committee to advise it on the details of such a program. The system appears to have rejected the Cardenas Plan specified in the decree and seems to be considering the development of its own plan. There is talk of a "failure to define bilingual/bicultural educational program," despite the clear statement in the decree that "such program shall consider and treat the matters of educational philosophy, policies, scope and sequence, curriculum, staffing, co-curriculum activities, student personnel services, non-instructional needs, community involvement and evaluation."

The court will remember that despite its original requirements that progress reports on the development of this program be made beginning May 1, 1974, the school district did not post the Supervisor's job called for in Section 15 until September 1, 1974. The court has had discussions with administrators of this program on two occasions during the Fall semester of 1974, seeking assurances that progress is being made.

The Council has asked to see an overall plan for next year, but as yet the Supervisor has not provided one. The Council's observations lead it to believe that the program continues to lag. Superimposed on this delay is the evident confusion of the lay committee appointed by the school administration which appears to be seeking a better definition of terms. No effort has been made to adopt the Cardenas Plan. There is no evidence of aggressive support for compliance under Section 15 by the DPS. There is a widespread belief in the Hispano community here that a vigorous and effective bilingual/bicultural program is unlikely to emerge from present operations.

* * * *

In addition to the above matters, which are supported by observations made first-hand by Council members, and have been discussed at Council meetings, the Council can report on five matters which came under discussion at a series of meetings with the Superintendent of Schools and members of his staff which it requested and which were held during January, 1975.

(The agendas for each meeting, together with the names of those in attendance, are appended.)

A. EAST-MANUAL HIGH SCHOOL COMPLEX:

This special arrangement, under which two high schools are to work closely together to enhance opportunities for both students and faculties, appears to be operating below earlier expectations. These expectations evidently included joint participation in such activities as vocational projects, orchestra, dance, drama, choir and special seminars. Joint faculty activities were apparently contemplated, and the Complex was believed by many to have special opportunities for innovative interaction.

Discussions with school administrators involved indicate that the program has gotten off to a slow start. During the first semester about ten per cent of the pupils in each school were involved in joint courses. It appears that these were mostly consolidations of low enrolment units in each school, although they included such units as cosmetology, pre-medical, pre-engineering and pre-education, for example. These latter courses are offered at Manual but had not previously been available to East students.

The school administration feels that a program of this kind will necessarily start slowly, and agrees that some administrative changes may have affected the rate of activity. It insists that it is willing to support this project, but suggests that a filled-in image of "the Complex" does not yet exist, and that it is important that the court's expectations with regard to the East-Manual arrangements be more clearly understood.

The Council notes with regret that in matters of this kind, where a clearer understanding of the court's intention would help implementation of certain programs, the school administration does not seek further discussions with the court. The Council's recommendation in this difficult position would be that the court consider holding further discussions with school officials in order that (to quote a school official) "the court's concept of what the East-Manual Complex should be" will be clarified.

Meanwhile, there is some disagreement as to the effectiveness of the Complex and the manner in which communications, assignments and administrative decisions are being handled. The disagreements appear to be expressed largely by parents and some faculty and supervisory personnel who profess to be interested in helping the Complex achieve success. A separate memorandum on this subject has been prepared by a Council member, Mrs. Deborah Sturges, and this is being sent to you independently of this report. Mrs. Sturges is High School Sub-Committee Chairperson of the Council's Monitoring Committee.

B. MISSING, TRUANT AND SUSPENDED STUDENTS:

The five-year trend in declining enrolment in the Denver Public Schools continues. This year's decline appears to be about 7,157 pupils. The past trend would have produced a loss of about 3,300 students: the balance may be said to include, in large part, those who moved to the suburbs or elsewhere, chiefly as a result of more intensive desegregation of the Denver schools. The school district does not have data to support this assumption, and feels that there is no source of such information in the area. The Council feels that a closer study of the destination of students who leave the Denver Public School system might be helpful. The question of the easy availability of non-segregated suburban schools and the conditions under which they remain available as an alternative to the successful implementation of the court decree may justify further study as well.

The school district appears to be handling matters of truancy, return of dropouts, discipline and related matters in a professional and effective manner. Many tales of non-attendance and neighborhood behavior appear to diminish when the facts are examined. There is no evidence of substantial change in these areas as a result of the court decree, and, indeed, there is some evidence to indicate that some problems of past years have declined.

School officials appear to deserve high marks in this area.

C. ZB-III INSERVICE TRAINING:

Tensions here in past months have been based on various evaluations of the inservice training programs of the first semester ---many viewed them as inadequate--and fears that the ZB-III staff would be reduced.

School officials assured the ZB-III director at our meeting that the present staff would not be reduced in size during the second semester of the school year. This appears to have dealt successfully with a major morale problem.

The style and content of inservice training were discussed. As expected, there are differing viewpoints as to where emphasis might best be placed, but these seem likely to be handled best by the ZB-III team or individual school administrators. It is fair to assume that the real experiences of the first semester will have an influence on the felt need for future inservice training---frequency, style and content.

The Council feels that more assistance should be given teachers in handling a heterogeneous mix of students, both culturally and academically, within the classroom setting, and members note that the school community relations office is no longer functioning, and therefore cannot be called upon to assist community specialists in the inservice training.

The Council further feels that this training is an important aspect of the court's recommended program and suggests that it be considered for continued inclusion as the decree is extended.

D. TITLE I PROGRAMS:

The court may not be aware of all the problems peculiar to Title I Federal programs when applied under the paired/satellite school plans called for in the decree.

Federal regulations limit the Title I programs which provide for the allocation of special services to students in qualifying neighborhoods. These services include such things as programs in reading, mathematics, work studies and others. The "qualifying neighborhoods" are essentially low-income areas. The only qualification for funds for such programs is the poverty status of the neighborhood: the handicaps of the students are not in themselves a qualifying condition.

The effect of this is to work against a school desegregation program in which students from a low-income area are bused to a higher-income area. The new area does not qualify for Title I funded programs, and since these services are not movable, some students who most need these special forms of help are deprived of them as a result of their desegregated status.

The problem of the Title I student in the paired school situation was resolved in October by allowing him to receive additional help in his home school. However, the problem for the

Title I student satellited full time to another school remains unsolved.

One solution would be for H.E.W. to recognize the inequity and move to correct it. The Denver School Board has made such a recommendation to the National Association of School Boards, and, as we are told, to some members of the Congress.

Another solution would be for the Denver schools to provide, out of school funds, the means of offering these programs and services to students at schools not eligible for Federal funds. It does not seem adequate to argue that sorely needed services in certain essential areas will not be provided unless the Federal government pays for them. Consideration must be given to the possibility that providing these services---like providing extra busing ---might well be part of the expense of desegregation.

The two above mentioned solutions are more nearly ideal, and would actually solve the basic problems caused by Title I funding restrictions. But since it is impossible to implement either of these two choices at an early date, a third solution would be to immediately put in effect the option for Title I students who have been satellited out to return to their Title I schools.

The Council strongly supports the School District's request to the court---which will be presented by Michael Jackson of the DPS legal staff---to exempt those pupils who were eligible for Title I help a year ago from being bused to a satellite zone. Further, we believe the option to be returned to the Title I school should be made available as soon as possible.

While the school district is seeking other solutions to this vexing problem, we earnestly recommend that this third solution, which, while it may be only an interim one, be put into effect immediately in order to prevent the serious loss of important educational services for the students involved.

E. THE PAIRED SCHOOLS:

The Council believes it is due to the efforts of parents, teachers, principals and support personnel that the paired situation has progressed as well as it has since the beginning of the school year. However, the Council desires to make the court aware of serious problems which still continue to exist in the paired plan. Some of these were discussed at the paired school meeting with Dr. Kishkunas. They included the maintaining of racial balances in certain schools; the sharing of personnel; the coordinating of activities on the part of social workers; and other matters such as reading packets, communication between paired schools, special in-service training possibilities, Title I matters and attitudinal problems between faculties.

The most significant thing learned at the meeting was that the DPS administration does not see it as their responsibility to bring the uneven numbers of the pairs into closer relationship. It is up to the court, in consultation with Dr. Finger, because priorities and philosophies of DPS and the court are not the same, according to school officials.

It was finally agreed that this Spring would probably be the optimum time for making adjustments and new assignments for the 1975-76 school year.

The second significant aspect of the paired situation discussed was the assignment of support personnel to both parts of a pair, rather than to two disparate schools. It was learned that nurses are assigned on the paired basis, but social workers not at all. One example of a shared librarian between Ash Grove and Cory was noted. The concept of coordinators being the same for both paired schools was rejected because coordinators were said to be related to subject matter needs instead of to pupil needs. There are presently six different reading packets used in the various elementary schools, and the particular coordinator is tied to the particular packet.

The Council recommends that as many support personnel as possible be assigned to a pair unit, rather than to schools unrelated by the court order. We think that all nurses and social workers, librarians, music and art teachers who share schools should be assigned so that they work with both parts of a pair, and can thereby offer continuity to students, and be better able to help in the faculty coordination that is so important to the success of the pairing plan. There is a question as to the assignment of coordinators in the minds of administration officials. Coordinators should work with both parts of the pair, and ideally the reading packets should be the same (or two should be available to each section of the pair---Distar and McGraw Hill, for example, at both ends), but this will require time, effort and reevaluation by the DPS. The Council believes that all support personnel, with the possible exception of coordinators, should be assigned this Spring to both segments of a pair. All new assignments made this Spring should become effective in the Fall of 1975. Some of the pairing inequities must not continue for another year, and there are satellite schools which are badly out of ethnic balance. If possible, the Council would like to contribute suggestions for making these assignments.

* * * *

The Council notes that Dr. John A. Finger, Jr. visited Denver recently and discussed some of these matters with school officials. Members of the Council also met with Dr. Finger and shared their views with him. The court has undoubtedly received Dr. Finger's report and recommandations by now.

The Council shares Dr. Kishkunas' view of his goals for the Denver schools, expressed in a meeting with us:

> "After racial balance is achieved, what we want is the best education program for the youngsters. Educational excellence plus racial balance is what we have to have."

The Council hopes that the above has been helpful, and will continue its activities as before.

Yours sincerely,

Maurice Mitchell

Maurice B. Mitchell, Chairman
Community Education Council

CC: Dr. Louis J. Kishkunas
DPS Administrators
C.E.C. Members
Encl.: Meeting Agendas

COMMUNITY EDUCATION COUNCIL
2301 South Gaylord Street
Denver, Colorado 80210
753-2889

April 15, 1975

Hon. William E. Doyle
543 U. S. Court House
1929 Stout Street
Denver, Colorado 80202

Dear Judge Doyle:

I transmit herewith a report and recommendations from the Monitoring Committee of the Community Education Council. Mrs. Jean K. Bain, chairperson, and her colleagues on the Monitoring Commitee of the Council have written the report.

I hope it proves useful.

Sincerely yours,

Maurice B. Mitchell

Maurice B. Mitchell, Chairman
Community Education Council

Encl.
CC: C.E.C. Members
Media
DR. KISHKUNAS
[illegible] Gordon Greiner

COMMUNITY EDUCATION COUNCIL
2301 S. GAYLORD ST.
DENVER, COLO. 80210
753-2889

QUESTIONS THAT SHOULD BE ASKED ABOUT ANY PROPOSAL FOR MODIFICATION OF BOUNDARIES FOR NEXT FALL

1. Is the proposed boundary change based on projected fall enrollment and ethnic data?

   DPS figures indicate that elementary school enrollments varied as much as 12% between first and second semester this year. They could, therefore, significantly affect ethnicity and capacity next year at both elementary and secondary levels.

2. Will the proposed boundary change enhance the ethnicity goals of the Court order?

Senior High School

Will the Anglo % at A. Lincoln be reduced from 79.7%?

Will the Anglo % at West be increased from 39.3%?

Junior High School

Will the Anglo % at Gove be reduced from 75.3%?

Place	72.1%
Henry	64.2%
Kunsmiller	60.7%

Will the Anglo % at Smiley be increased from 39.3%?

Lake	39.6%
Rishel	46.5%
Byers	46.6%

Elementary Schools

Will the Anglo % at Samuels be reduced from 87.3%?

Holm	84.1%
Slavens	81.3%
Pitts	80.4%
McKinley	80.4%
Whiteman	71.6%
Bradley	71.2%
Carson	70.5%

Will the Anglo % at Monroe be increased from 37.5%?

Ebert	38.2%
Valdez	39.1%

See also question number 7 on paired schools.

For additional data on ethnicity, see Appendix A.

3. Will the proposed boundary change relieve conditions of over enrollment in the schools?

Senior High Schools

Kennedy	384 over enrolled
Jefferson	369 over enrolled

Junior High Schools

Skinner	142 over enrolled

Elementary Schools

Montbello	50% over enrolled
Samuels	49% over enrolled
Amesse	37% over enrolled
Bradley	37% over enrolled

16 other elementary schools are also operating at 20% or more over optimum

See also question number 7 on paired schools.

4. Will the proposed boundary change fill available space in schools where course offerings and educational flexibility have been limited by low numbers of students?

Senior High Schools

South	389 spaces
East	296 spaces
Manual	238 spaces

Junior High Schools

Cole	568 spaces
Hamilton	420 spaces

Elementary Schools

Cory	66% under enrolled
Knight	57% under enrolled
Steele	56% under enrolled
Thatcher	54% under enrolled

21 other elementary schools are also operating at more than 20% under optimum

See also question number 7 on paired schools.

For additional data on capacity/enrollment ratio, see Appendix B.

5. Will the proposed boundary change adversely effect the ethnicity goals of the Court order in schools currently within, or near to, the Court recommended range?

   See Appendix A.

6. Will the proposed boundary change adversely effect the capacity/enrollment ratio at schools which currently fall close to optimum?

   See Appendix B.

7. What particular questions need to be asked about paired schools?

   Pairing schools requires numbers in the majority school and the minority school to be as nearly equal as possible.

   a. Are DPS work-ups for pairs based on projected fall enrollments?

   b. Has the projected ethnic composition of each of the schools that are pairs been considered?

   c. What effect will the paired work-ups have on the enrollment/capacity of each building?

   d. What impact does the transfer of students into the pair have on the contributing school? on ethnicity? on enrollment? on stability of school community?

   e. What impact does the transfer of students out of the pair have on the receiving school? on ethnicity? on enrollment? on stability of school community?

   f. Of those seven paired situations which most need modification, as indicated by DPS 10-8-74, would unpairing and creating a satellite area better meet the goals of the Court order?

      Harrington, Wyatt-Ellis
      Mitchell-Force
      Gilpin-Johnson
      Barrett-Knight
      Fairmont-Lincoln
      Smedley-Alcott
      Fairview, Greenlee-Denison, Traylor

   In regard to pairing adjustments, Dr. Finger has suggested that "one or two of the paired schools operate as the dual-type school".

a. Does Dr. Finger's proposal of an additional student assignment system within three of the paired schools (Washington Park, University Park and Knight) add measurably to the coordinating and teaching burden already carried by those schools?

b. What may be the effect on the quality of education at those schools?

8. Is there any other factor which is relevant to investigate in relation to the proposed change?

Total number of years students from affected neighborhoods will be bussed?

Other?

9. Are there alternative boundary changes that would better meet the goals of the Court order?

C.E.C. 4/14/75

APPENDIX A

ETHNIC PERCENTAGES IN DENVER PUBLIC SCHOOLS

Anglo percentage figures taken from "Anglo-other percent" column of Superintendent Kishkunas' report to Judge Doyle, February 25, 1975. Denver Public School data on projections for next year are needed for accurate picture of next year's needs.

Senior High School Anglo % (Lowest to Highest)

West	39.3	
Manual	47.6	
North	47.9	
East	58.6	
Washington	61.6	61.4% average
Kennedy	67.1	
Jefferson	70.2	
South	71.1	
Lincoln	79.5	

Junior High School Anglo % (Lowest to Highest)

Smiley	39.3	
Lake	39.6	
Rishel	46.5	
Byers	46.6	
Skinner	47.2	
Kepner	47.5	
Mann	48.3	
Grant	49.1	
Cole	49.1	
Merrill	49.2	52.1% average
Morey	51.3	
Baker	52.3	
Hamilton	53.3	
Hill	54.9	
Kunsmiller	60.7	
Henry	64.2	
Place	72.1	
Gove	75.3	

Division of Education
Department of Elementary Education

	Paired Schools	Membership 1-6 Sept. 27	% Anglo	No. eligible Pupils 4-6	Difference	Problem
* 1	Alcott	351	66.2	220	146	Overbalance-146 minority pupils
	Smedley	418	18.6	366		
2	Asbury	329	65.8	204	51	Overbalance-51 minority pupils
	Whittier	265	5.1	255		
3	Ash Grove	[illegible]	93.1	252	46	Overbalance-46 minority pupils
	Cory	133	88.1	92		
	Hallett	408	4.6	390		
* 4	Barrett	303	8.2	279	155	Overbalance-155 minority pupils
	Knight	130	94.5	124		
5	Berkeley	[illegible]	79.1	199	62	Overbalance-62 minority pupils
	Remington	325	23.5	251		
6	Bryant-Web.	415	17.7	347	70	Overbalance-70 minority pupils
	Gust	385	75.1	277		
7	Columbine	272	2.3	272	74	Overbalance-74 Anglo pupils
	Univ. Park	392	90.6	346		
8	Crofton	185	7.1	178	22	Overbalance-22 minority pupils
	Steele	170	21.9	156		
* 9	Denison	218	82.9	184	189	Overbalance-189 Anglo pupils
	Fairview	379	12.4	346		
	Greenlee	240	10.0	135		
	Traylor	553	89.3	485		
10	Doull	363	84.2	289	29	Overbalance-29 Anglo pupils
	Eagleton	385	34.0	260		
* 11	Ellis	497	92.0	445	254	Overbalance-254 minority pupils
	Harrington	428	3.7	414		
	Wyatt	297	4.9	285		
* 12	Fairmont	451	25.0	321	112	Overbalance-112 minority pupils
	Lincoln	343	65.0	209		
13	Fallis	224	75.8	177	235	Overbalance-235 minority pupils
	McMeen	505	82.0	412		
	Smith	829	1.4	824		
* 14	Force	439	76.6	316	190	Overbalance-190 minority pupils
	Mitchell	515	2.9	506		
* 15	Gilpin	331	3.0	306	110	Overbalance-110 minority pupils
	Johnson	334	52.6	196		
16	Stedman	263	2.5	254	5	OK
	Wash. Park	289	35.6	249		

FEB:dm
10/8/74

* most in need of modification

[Page 2 of Appendix A]

APPENDIX B

CAPACITY/ENROLLMENT RATIO

Student enrollment figures and DPS listed building capacities indicate that:

> All senior high schools could be operating at less than 90% capacity; all junior high schools could be operating at less than 88% capacity; all elementary schools could be operating at less than 75% capacity.

Were all to operate at, or near, these percents, all would share equally in the benefits of space for programs designed to meet the needs of the particular student body.

Capacity/enrollment ratio divides the number of enrolled students into the number of spaces. Data from the October 15 report to the Court was used in secondary schools and data from February 25 report in elementary schools.

Senior High School, October Enrollment in Relation to 90% Capacity

Kennedy	+384	
Jefferson	+369	
Washington	+130	
Lincoln	+122	
North	- 39	0 or optimum
West	-128	
Manual	-239	
East	-296	
South	-380	

Junior High School, October Enrollment in Relation to 88% Capacity

Skinner	+142	(no SLIC)
Henry	+ 94	
Rishel	+ 41	
Kepner	+ 36	
Smiley	+ 20	0 or optimum
Place	- 27	
Mann	- 32	
Merrill	-100	(no SLIC)
Grant	-104	

Kunsmiller	-133	lack central facilities
Marey	-135	
Hill	-167	
Byers	-181	
Lake	-247	
Baker	-259	
Gove	-260	new building
Hamilton	-420	
Cole	-568	

Elementary Schools, February Enrollment in Relation to 75% Capacity

		% Over 75% Capacity	Number of Students Over	
1.	Montbello	+50	+109	
2.	Samuels	+49	+316	
3.	Amesse	+37	+241	
4.	Bradley	+37	+135	
5.	Wyman	+34	+147	
6.	Bromwell	+33	+ 68	
7.	Del Pueblo	+33	+113	
8.	Valdez	+33	+158	
9.	Ford	+32	+208	
10.	Ashley	+29	+127	
11.	Berkley	+27	+ 67	
12.	Kaiser	+25	+165	
13.	Edison	+24	+127	
14.	Swansea	+23	+114	
15.	Whiteman	+22	+ 96	
16.	Colfax	+21	+ 63	
17.	Godsman	+21	+ 92	
18.	Park Hill	+20	+159	
19.	Remington	+20	+ 63	
20.	Wyatt	+20	+ 68	
21.	Ellsworth	+18	+ 29	above 75% building capacity
22.	Eagleton	+17	+ 68	
23.	Smith	+17	+115	
24.	Harrington	+16	+ 71	
25.	Holm	+16	+105	
26.	Newlon	+14	+ 73	
27.	Cheltenham	+13	+ 85	
28.	Montclair	+12	+ 58	
29.	Slavens	+10	+ 55	
30.	Moore	+ 9	+ 55	

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		% Over 75% Capacity	Number of Students Over	
31.	Knapp	+ 8	+ 49	
32.	Munroe	+ 6	+ 26	
33.	Fairmont	+ 5	+ 30	
34.	Brown	+ 5	+ 28	
35.	Philips	+ 4	+ 21	
36.	Columbian	+ 3	+ 13	
37.	Garden Place	+ 3	+ 19	
38.	Rosedale	+ 3	+ 12	
39.	Steck	+ 3	+ 11	
40.	Emerson	+ 2	+ 7	
41.	Goldrick	+ 2	+ 13	
42.	Mitchell	+ 2	+ 15	
43.	Pitts	+ 2	+ 10	
44.	Beach Court	+ 1	+ 5	
45.	Bryant Webster	+ 1	+ 6	
46.	Traylor	+ 1	+ 11	
47.	Teller	+ 1	+ 3	
		Schools at 75% Capacity		
48.	Barrett	0	0	
49.	Schmitt	0	0	
		% Under 75% Capacity	Number of Students Under 75% Capacity	
50.	Valverde	- 1	- 2	
51.	Ebert	- 2	- 9	
52.	Hallett	- 2	- 15	
53.	Alcott	- 3	- 14	
54.	Cowell	- 3	- 13	
55.	Lincoln	- 4	- 19	
56.	Palmer	- 4	- 15	
57.	McMeen	- 5	- 32	
58.	Whittier	- 7	- 28	
59.	Smedley	- 9	- 47	
60.	Schenck	-10	- 58	
61.	Belmont	-12	- 28	
62.	Ellis	-12	- 82	
63.	Fallis	-12	- 34	
64.	Crofton	-12	- 33	
65.	Boulevard	-13	- 42	
66.	College View	-18	- 77	
67.	Stedman	-20	- 91	below 75% building capacity
68.	Force	-21	-142	
69.	Stevens	-22	- 65	

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		% Under 75% Capacity	Number of Students Under 75% Capacity
70.	University Park	-24	-149
71.	Washington Park	-24	- 99
72.	Carson	-25	-143
73.	Sabin	-27	-272
74.	Barnum	-29	-151
75.	Gust	-30	-176
76.	Elyria	-31	- 36
77.	Johnson	-32	-181
78.	Sherman	-33	- 91
79.	Westwood	-33	-227
80.	Fairview	-34	-254
81.	Asbury	-37	-162
82.	Ash Grove	-37	-238
83.	McKinley	-37	- 96
84.	Gilpin	-38	-259
85.	Denison	-39	-170
86.	Doull	-41	-289
87.	Columbine	-47	-403
88.	Greenlee	-47	-325
89.	Thatcher	-54	-146
90.	Steele	-56	-265
91.	Knight	-57	-270
92.	Cory	-66	-297

COMMUNITY EDUCATION COUNCIL
2301 South Gaylord Street
Denver, Colorado 80210
753-2889

April 21, 1975

Hon. William E. Doyle
543 U. S. Court House
1929 Stout Street
Denver, Colorado 80202

Dear Judge Doyle:

At our C.E.C. meeting Friday, April 4, 1975, certain facts concerning both Sherman School and Park Hill School were presented to the membership by Mrs. Jean Bain, Chairperson of the C.E.C.'s Monitoring Committee, and by Mrs. Jean Emery, Chairperson of the Elementary Schools Sub-Committee. The Council adopted a resolution indicating its strong support of both schools' efforts to resolve the matter. It was decided that the reports from both schools should be forwarded to you as soon as possible.

The Sherman School reports include a careful analysis of the pros and cons of closing prepared by Dr. Joseph Dodds, C.E.C. monitor. The Council hopes that before any decision is made to close Sherman, a study will be undertaken and the effects of such a closing carefully weighed.

In regard to the Park Hill report, the Council felt that the community had done a thorough and realistic job of studying the situation. Their request to allow kindergartners to go to either Columbine or Stedman would not affect the basic court order plan. It seems that in order to get the administration to allow this, acceptance by the court is needed, even though the order states that "kindergartners are not included in any assignments." Perhaps you could indicate to the school administration through counsel that Park Hill's proposal for relieving overcrowded conditions should be supported.

Thank you for your consideration of these matters.

Sincerely yours,

Maurice B. Mitchell, Chairman
Community Education Council

CC: Superintendent Kishkunas
Monitoring Committee Members

Encl. (3) reports

COMMUNITY EDUCATION COUNCIL
2301 S. GAYLORD ST.
DENVER, COLO. 80210
753-2889

REQUEST/PROPOSAL

Public Hearing
March 13, 1975
7:30 PM
900 Sherman St.
Denver, Colorado

TO: Denver School Board

FROM: Parents of Sherman School

SUBJECT: Retention of Sherman School as a full time operating educational entity.

1. Sherman School is a stable, well established and structurally sound elementary school located in an inner city, naturally integrated family neighborhood.

1973 - 39% Minority 61% Anglo
1974 - 37.4%Minority 60.9% Anglo 1.7% Unreported
(This is the result of a school boundary change in 1974 as proposed by Dr. Finger.)

2. Reasons for not closing Sherman School.

   a. Families with young children will be less likely to move into the neighborhood.

      1. New families are moving into the area.
      2. Some families have moved out of the neighborhood this year because of the rumors and uncertainty of the status of Sherman School.

   b. The mix of the population is presently favorable for an integrated neighborhood and school which will certainly change, and probably drive both races from the neighborhood.

   c. The waste of resources and facilities without providing any counterbalancing improvements to the neighborhood.

      1. City of Denver and HUD through the FACE program invested extensive funds in this specific inner city neighborhood area for the purpose of retaining it as a residential ownership area.

      2. There is no recreational area or park within the neighborhood. Thus, the Sherman School provides an operating facility for playground activities, a ball field for softball, a basketball court, and a gym for athletic training, plus arts and crafts during after school hours and vacation periods.

3. The Lane House Boys Home at 244 Grant Street, next door to Sherman School will have its very existence jepordized - thus, one less home for troubled youths of the Denver Community.

   a. This home is dependent on Sherman School for its educational and recreational facilities. Again, this is one of the components of the neighborhood served by Sherman School.

4. A Foster Grandparents Program in conjunction with Sherman School is extremely important to the residents of the Roger Williams Manor, senior citizens residence, at 1st Avenue and Grant which is within a block of Sherman School.

   a. This is a neighborhood activity that is not possible without Sherman School.

d. Parents, teachers and pupils like the intimacy of the small, rural school atmosphere.

1. Parents are interested and have become involved in the activities of the school much more so than they can in a larger school.

2. Teacher to pupil ratio is lower than some other schools, which is one reason why we feel the children at Sherman are getting a better education.

   a. The more personal relationship between pupil and teacher.
   (See Achievement Test results enclosure for 1973 for Sherman and Fairmont Schools.)

3. Disciplinary problems are minimal and seem to be no problem for the faculty.

4. Special Programs presently available at Sherman School.

   a. Diagnostic Center
   b. Special program for the Educationally handicapped.
   c. Nutritional Program
   d. Foster Grandparents program with Roger Williams Manor at 1st and Grant.
   e. Recreational facilities for Lane House Boys Home at 244 Grant Street.

e. Safety Considerations.

1. Parents and teachers at Sherman School are deeply concerned with the safety problem of the young kindergarden, first and second graders having to cross Broadway which is now a 4 - land arterial. (1971 Traffic Count on Broadway (North of 3rd Ave.) Source: Colorado Highway Dept., Traffic Investigation Division)

   a. 22,600 vehiclies per 24 hour day.

3. SHERMAN SCHOOL PARENTS REQUEST OF THE DENVER SCHOOL BOARD.

a. Sherman School not be Closed.

b. The existing programs at Sherman School be retained along with the necessary teaching staff.

   1. A full time gym instructor be assigned to Sherman who can if qualified, serve as an intern principle.

c. The Denver School Board instruct the Board Counsel to meet with Judge Doyle and recommend to him that Sherman School be kept open.

   1. Sherman School is a naturally integrated school.

      1973 - 39% Minority 61% Anglo
      1974 - 37.4% Minority 60.9% Anglo 1.7% Unreported
      (Due to 1974 boundary line change by Dr. Finger)

   2. School Closure of Sherman would be counter-productive to the integrated neighborhood goal; as it would tend to drive both races from establishing homes in the area.

   3. Families and schools are needed to keep the inner City viable. (Refer to FACE program for this area.)

   4. Very few families with young children would move into the neighborhood without a school.

   5. Since Sherman School was allowed to stay open by the Court in April, 1974; we concur with that judgment and hereby request that the court uphold its original decision and plan.

      a. Only since Dr. Finger's last boundary change has Sherman School fallen below the 200 pupil minimum, with the correspondingly lowered pupil per teacher ratio which is the reason we are now told that the school should be closed.

6. The quality of the education of the pupils at Sherman School is equal to or better than that of Fairmont (for example) as evidenced by the Metropolitan Achievement Tests - 1973. (We are advised that the test results for 1974 are not available.)

7. Parents of Sherman pupils are concerned about the safety of their children having to cross Broadway, which is a main Denver arterial.

IT IS REQUESTED THAT YOU, THE BOARD MEMBERS, CONSIDER AND ACT EXPEDITIOUSLY ON THIS REQUEST/PROPOSAL SO THAT OUR PLEA CAN BE HEARD AND CONSIDERED BY JUDGE DOYLE BEFORE HE MAKES HIS FINAL DECISION.

THANK YOU

COMMUNITY EDUCATION COUNCIL
2301 South Gaylord Street
Denver, Colorado 80210
753-2889

May 29, 1975

REPORT TO JUDGE DOYLE - DENVER PUBLIC SCHOOL YEAR 1974-75

Hon. William E. Doyle
543 U. S. Court House
1929 Stout Street
Denver, Colorado 80202

Dear Judge Doyle:

The first full year of the operation of the Community Education Council appointed by you under the terms of the Final Judgment and Decree, effective May 10, 1974, has now been completed.

Members of the Council have asked me to express their opinions on some of the activities which took place under the court's decree during this period. A summary of the Monitoring Committee's findings and recommendations is elsewhere included. General comments will follow, but more detailed information in support of these comments will be found in the attached Appendices, to which reference is made herein.

TRANSPORTATION AND INTEGRATION

To begin, much credit must be given to those on the DPS staff who arranged the transportation procedures, and to the many dedicated members of the school district's staff; to the Denver Police Department; to volunteers and to the others who have made this a year in which large numbers of students were moved in buses without a single important accident. Many of the fears of the community regarding the transportation procedures alone, not to mention the possible hazards associated with certain street crossings, appear to have been groundless. A lot of people did a lot of hard work to produce these results.

It is far too soon to tell whether the integration process--the classroom results of the mixture of students provided for in the court's decree---are positive. Opinions differ about this, not only among the parents and the faculties, but also among the students. In the opinion of the Council several more years must elapse before the outcome of the integration process in Denver is apparent. If the first step toward integration is effective desegregation, then that part of the decree has made important progress. Busing is workable, if not the ideal solution.

INSERVICE TRAINING

Interaction between administrators, teachers, students and parents has been uneven throughout the year, with similar uneven results (see Appendix V, Inservice Training). A late start, some resistance to any form of inservice program and difficulty in involving many parents have produced a program which is not yet showing results on the scale hoped for. It seems clear that inservice training must continue to be provided for all school personnel, parents and students, and that the program content must be improved to provide a challenge to those participating. The Council feels it is important for all those involved to continue to learn about the integration process, about other cultures, and particularly important for teachers to have the opportunity to exchange ideas concerning classroom management. This means continued and improved inservice training.

DR. FINGER AND BOUNDARY LINES

The mechanics of desegregation by geographic boundary lines continues to be one of the most complex problems our community faces. We have no doubt that Dr. John A. Finger, Jr., consultant to the court, has worked diligently to make the plan a practical one. However, enormous frustrations still flourish as a direct result of the boundary settings. There are unresolved problems in ethnicity balance and over-enrollment at all school levels, and uneven numbers in the elementary paired schools. In addition to these concerns, there is a lack of continuity for students who move from one level to another. For example, no matter how successful the bilingual-bicultural curriculum might be for the children of Cheltenham Elementary School, they are forced to leave the program at the end of the sixth grade, to be distributed among three different junior high schools where there is no such program. Many situations exist wherein boundary restrictions make sound programming difficult to achieve. It would be the Council's strong recommendation that boundary alterations be made in consultation with monitoring committee members of the Council.

Adjustments must be made as soon as possible in some schools ---preferably by the first of June---as it appears almost impossible for certain areas to meet the basic requirements of the decree with respect to ethnic population distribution. The long-term population outlook for the city of Denver is not firmly established, but there is some indication that movement to the suburbs is continuing, and at least a portion of this movement has its roots in the desegregation program. We could arrive at a total city population mix that would make true desegregation plans with equitable distribution of ethnic minorities and Anglos in the schools very difficult to arrange. This points up the need for an annual review of the situation such as this report provides (see Appendices I and II, Elementary Schools).

The Council calls to the attention of the court the fact that the move to the suburbs, when it is for the purpose of avoiding participation in school desegregation, has ominous implications. Some members of the Council would point out the possibility that the suburban areas offer an attractive haven to those who wish to avoid integration, and that this rests upon political boundaries which may well have to be challenged in the long run if the decree is to be enforceable. A white noose has been forming around the city for years.

PAIRING

The desegregation process has produced some positive effects as a tool for community education; many parents, students and school personnel have mixed and worked together in ways new to all of them. On the other hand, desegregation has had a negative effect on learning for some children. For example, many first-graders have difficulty adjusting to their first full-day school experiences. Children in paired schools are faced with twice as many adjustments in attending school in two different buildings, having two sets of teachers, and are often subjected to two different methods of teaching the same subjects. Some of these children fall asleep on the buses from exhaustion, according to reports we receive.

Members of the Council admit to entertaining mixed feelings about the effectiveness of this year's implementation of the part-time pairing program in the court's decree. Although some pairs have been quite successful logistically and socially, all paired schools would like to make some procedural changes for next year.

The Council views with great concern a number of administrative failures in the pairing process. Some children in paired situations have library facilities at one end of the paired cycle, while libraries at the opposite end of the cycle may be closed or even nonexistent. At Gilpin School, for example, there is no library open, nor is a librarian available. At this same school, monitors have reported that there were no less than six different first-grade teachers on the job during the school year. The Council recommends that all school personnel involved in paired situations should follow the paired students: these would include the nurses, the school psychologists, music teachers and all others. The pairing situation creates its own confusion, as we have noted, and consistency in personnel is extremely important.

An additional element related to the hope for success of the pairing program is the concept of clear and distinctive administrative support. It is important that administrators in the paired situation maintain constant contacts with the same group of students at all times. We find that some principals who are partially involved in pairing have also been involved in non-paired situations. A stable faculty and administrative team seem to the Council to be important factors in successful pairing.

The Council recommends a careful study of the problems of the paired schools (see Appendix I, Elementary Paired Schools). Members urge flexibility in solving this problem, as long as the court requirements are met, and recommend that the school administration allow principals and faculties sufficient latitude in developing patterns of timing and curriculum, as well as alternative ways and mean of pairing the schools. They should be encouraged to make use of a variety of methods of solving the problems, and the rigid policy of pairing on a half-day basis should be modified.

Council members recognize the fact that some parents refuse to participate in pairing. They send their children to the neighborhood school, but do not permit them to attend the schools involved in the other half of the pairing requirement. This easy opportunity to avoid compliance should be halted. It is the Council's recommendation that the court require the school district to formulate procedural policies for handling the recalcitrants in order to prevent the community demoralization resulting from resistance of this kind on the part of some parents. The court will note that a newly-elected Denver Schoo Board member has openly refused to participate in pairing, and has urged others to evade the law.

BILINGUAL-BICULTURAL PROGRAM

The C.E.C. continues to feel troubled, as has been expressed in previous reports, about the status of the bilingual-bicultural plan in the Denver schools, as called for in the court's decree. The program got off to a slow start and has had some administrative delays. Some fine work has been done which can serve as a model for other schools in the system, but there is a disturbing lack of understanding of what is expected of the district by the court. The court's suggestion that the plan developed by Dr. Jose Cardenas be used as a model has for all practical purposes been rejected by the Denver Public Schools. Key officials of the bilingual-bicultural department of the school district profess to be confused about the court's expectations, while others appear to feel that a far broader interpretation of the court's statements is preferable to a negative compliance. In some cases, facts presented to the court appear to be inaccurate. The school district has appointed various committees to consider the problem, and it may be that the court will be best served by accepting the delay and reexamining the outcome sometime in the future. The Council feels that this program has an important place in the expectations of the court, as indicated in the decree, and that it must be closely monitored at all times. It is a program which can easily be diverted from its primary purpose, and the court would be well advised, in our opinion, to require frequent reports and evidence of compliance. A firm future deadline for acceptable compliance would be valuable. (See Appendix III-C, Junior High Report)

Some Council members, too, are unclear about the program's goals: for whom is the multi-cultural education to be provided, they ask. If it is primarily for students who are bilingual because of family heritage, then the splitting up of neighborhoods---as exemplified in the Cheltenham area---makes this difficult to achieve. At the junior and senior high levels, many bilingual students are attending schools which do not have bilingual programs. Clarification of the boundary issues would be helpful to the Council in its monitoring tasks, as well as to the school district.

DISCIPLINARY ACTIONS

Some aspects of the disciplinary procedures in the schools continue to trouble the Council. Uniform policies for disciplinary action in general and for suspension of students in particular should be adopted by all the schools, and parents and students should be apprised of these policies well in advance. Too often, students are suspended for minor infractions, while in other instances, disciplinary action is delayed until parents can arrange to visit schools for conferences. Even-handed disciplinary methods for all students seem to be lacking in all the schools, according to monitors' reports. Monitors also note that minority students are subjected to suspension more frequently than are majority students (see Appendix III-A, _Suspension Figures_). On the other hand, no uniform code of behavior exists in some schools, resulting in lack of respect on the part of students for teachers and for one another. _The Council feels that the problem of discipline should be resolved as soon as possible_.

SCHOOL MONITORING ACTIVITIES

Perhaps the most extensive job done by the Council---and one reflected in all of the above comments---is the work of the monitoring committee. The Council has enlisted the services of over 150 people in monitoring the implementation of the court's decree in the public schools. Monitors have observed this implementation process under a variety of circumstances at all levels in the school system. Only a few instances of differences of opinion between monitor and school staff, or complaints that monitors were having an adverse effect on school operation, were received. Many comments were in praise of monitors who approached their assignments with a genuine desire to be helpful as well as observant.

All of the monitors' reports are available to the court, including summary reports being made as the end of the school year approaches. In general, it may be said that the majority of these monitors felt that the decree was well implemented in most schools. They felt that student problems, teacher resistance and administrative difficulties were at a minimum, but that these aspects of monitoring will require continued observation. Problems which were troubling to all in the early months of school have diminished, although in some cases, new problems have taken their place. Given the fact that some people at all levels in the school system---administrators, teachers, parents, students---are simply not ready to fully accept the requirements of desegregating a school system, monitors feel that the overwhelming majority of the people involved in the process were able to handle the new circumstances very well. They report many constructive activities and have made a large number of useful suggestions which have been shared with the schools themselves, as well as with the administration.

As this report indicates, however, there are many problems at all levels in the school district in connection with the court's decree. It is not the purpose of this portion of the report to suggest that these problems have all been solved; indeed, some problems are now appearing which were not perceived earlier in the school year, and it seems clear to the monitors that they may present some major difficulties in the months to come. It is also true that not all personnel at the administrative level in the school system view the court's decree with enthusiasm, and as a result, they neither accept nor discharge certain of their responsibilities with any amount of vigor.

AFFIRMATIVE ACTION

The School Board adopted an Affirmative Action program late in the school year in compliance with the court order. To be in full compliance, the Board should be reporting on the results of the Affirmative Action plan at regular intervals, and the program should be monitored very closely. An Affirmative Action program implies that the School Board has agreed to do certain things in the future to establish ethnic and sex balances in the schools, and only through the receiving of reports on the program's progress can the court feel certain that compliance is a reality.

EFFECT OF DESEGREGATION ON CHILDREN

While the problems surrounding the high schools and junior high schools are more visible than some problems in the elementary schools, the Council urges the court not to lose sight of the fact that older youngsters are more capable of making their concerns known to parents, school officials and one another; the quiet confusion and silent suffering of smaller children should remain a primary concern to us all. Inclusion of these smaller children in the desegregation process, however, is a very positive factor in the implementation of the court order.

Fewer disruptions have appeared at the elementary level. Some junior high schools in the system have had experience with desegregation plans in the past, and consequently are more likely to fear further disruption of school schedules. Administrative planning has helped minimize disruptions; and perhaps the use of suspensions in disciplinary actions is part of the administrative strategy, while also accounting for the large number of suspensions occurring at the junior high level. Attendance problems exist at both junior and senior high school levels. Monitors have noted that senior high discipline problems are more serious because they tend to trigger similar behavior at other secondary schools. These monitors believe that more extensive inservice training and the establishment of uniform policies for behavior will help reduce the number of disruptive students. Senior high school monitors further recommend additional course offerings to meet the needs of the total student body (see Appendix V, Inservice Training).

EAST-MANUAL COMPLEX

A secondary school project in which East and Manual High Schools were joined as a complex has not been successful in its first year. There has been a tendency to use the idea of the complex as a convenience rather than a sharing of the advantages of both schools, and especially the extension of some of the rich curriculum material offered at East to students at Manual. Some seemingly worthwhile projects have been slow to obtain approval, and others have been rejected. If the East-Manual Complex idea is to continue, it will require a more positive commitment from the school district than it has had in the past. The Council identifies this area as one which should be monitored closely until it is apparent that the hopes of the court are being realized. (East-Manual reports have already been submitted to the court.)

C.E.C. STRUCTURE

The Council has examined its own structure and activities as they relate to the court, the school district, the school board and others with whom it has engaged in programs of one kind or another. Some conclusions have been drawn from this examination:

1. Effective communication between the court and the Council is essential if the credibility of this entity is to be maintained in the eyes of the community and the volunteers who work with Council members. Many people are willing to devote a great deal of time to monitoring in the belief that their concerns are being recognized by the court. Members of C.E.C. are aware that there is no precedent for the development of a communication network between the courts and special-purpose agencies such as this Council represents. The Council appreciates the efforts made by the court to respond to its concerns, and members desire to stress the continuing importance of consultations with the court, the DPS administration, Dr. Finger and others in helping to make such decisions as the changing of boundaries. The Council's monitoring efforts could become less effective without this kind of communication.

2. The Council has been far more effective as a monitoring

and reporting organization than as a public or press information group, or as coordinator of voluntary agencies in Denver. The reason for this is that the Council was able to enter the schools as an official and impartial agency of the court, and its monitors' reports are generally based on the closest view possible of what is actually happening in the district, schoolhouse by schoolhouse, and in some cases, class by class. The Council seems admirably suited for this function. Care must be exercised at all times that monitors are trained in preserving their impartiality; to confine their observations to matters covered by the decree; and to avoid becoming involved with personal interests in the schools, or with activities not in the realm of the monitoring assignment. Given this constraint and good committee organization and coordination, monitors can continue to do a most useful job, enabling the Council to provide the court with reports that are relevant and helpful.

The voluntary agencies in Denver have done an outstanding job of working together through P.L.U.S., and there was little for the Council to do but offer encouragement and occasional advice. Unless the situation changes, the Council cannot provide much in the way of improved coordination in this area. It is interesting to note that volunteer organizations ranging from PTA's to neighborhood groups have become increasingly sophisticated in evaluating problems, inviting participation by others, and reflecting their concerns directly to the court and the school district.

The Council has done relatively little in the way of making comments to the general public in accordance with the decree. Comprehensive coverage of the desegregation process has been supplied by the Denver media in general, and the two Denver daily newspapers in particular. Some organizations, such as the League of Women Voters, have helped in educating the public, also. However, more understanding of the court's decree by the community should be the object of future Council planning.

3. Although there have been some difficult times, the Council's relationship with the school administration has almost always been a workable one. The school system has been willing to meet with Council members on a number of occasions, and has provided staff assistance in giving us answers to the many questions it has been necessary for us to pose. We were not always in agreement, but as long as two such organizations can exchange comments, and as long as the monitors'

jobs at the administrative level are not impaired, the Council feels it can continue to function in this association on an effective basis. We have made many demands on the patience and time of the administration, and our criticism and suggestions have been for the most part accepted with good grace and in a spirit of cooperation.

THE SCHOOL BOARD

Although we have offered to meet with the Denver School Board, we have been unable to do so. The Board has not been helpful to the Council. Public resistance continues at a high level in some parts of the city, and the Board must take the responsibility for this. In some instances---such as the adoption of an Affirmative Action plan called for in the decree---they have been slow to comply; and in others, some of their activities appeared to be aimed at interfering with the Council's efforts to discharge its responsibilities to the court. It is hoped that during the coming monitoring cycle, the Council will achieve a better relationship and broaden its base of communication with the Board as well as with the court. At the very least, the Board must indicate an intention to obey the law.

A FINAL COMMENT

Members of the Council have come to feel privileged to have assisted the court in the implementation of its decree, and many of them are volunteering for the additional term of service. This feeling is shared by the volunteer school monitors. Both groups recognize that it is the hope of all good citizens that the process of change can be handled in an orderly way. Not everyone in our society agrees with all the important changes of the kinds reflected in the court's decree, and these differences of viewpoint extend even to members of the Council. Nevertheless, all of us want the court to know that we have taken particular satisfaction in participating in this process, and that we have developed a far greater understanding of the democratic process and the opportunities for citizens to take part in the development of a better society for all. Many have come to feel that one comes closest to the very heart of the democratic ideal when one has had a chance to serve under arduous conditions.

We thank the court for its confidence in us, and hope that we have been of some help.

Sincerely yours,

Maurice B. Mitchell, Chairman

Encl.
CC: C.E.C. Members
DPS Officials

APPENDIX I PAIRED ELEMENTARY SCHOOLS

POSITIVE ASPECTS

Community less fearful; the plan reduced tension and allowed an open-mindedness.

Some teachers recognize students all have contributions to make.

Curriculum reviewed.

Issue of whether schools should be the same, forever, looked at; academic and non-academic goals, discipline, etc.

Some administrators and teachers learned to share.

Some students have broadened their respect and understanding of other students.

Teachers may be able to do special projects with students during mid-day period while awaiting children from the other school (smaller class).

Students get the benefit of two faculties, two approaches, and two enrichment efforts in education.

Students have had the benefit of a music or an art teacher for the first time.

NEGATIVE ASPECTS

Nine weeks too short a period from point of view of all teachers.

Classes segregated or not well integrated when numbers are bad; also, lunchrooms are badly overcrowded with inequitable numbers.

Inadequate time for teachers to meet and coordinate; some teachers haven't taught what they agreed to; lack of respect of one faculty for other faculty.

Half-day exposure fosters concept of "my school" versus "your school" feelings among students.

Teachers have [illegible] they don't have the "whole child"----don't have him long enough to know him well enough to teach him optimally and individually.

Schools with different basic philosophies set students apart; results in "stress" pairing for students, teachers and administrators.

Too many authority figures and lack of personalization for students; sometimes platooning in addition to regular classes.

NEGATIVE ASPECTS

Teachers and administrators unusually exhausted by efforts to manage logistics and numbers; three 3-plex and one 4-plex situations have a particular burden.

Racial consciousness emphasized because individuals within classes (not half classes) were bused, including minorities and Anglos from the Anglo and minority schools, respectively.

Students' continuity with classmates disrupted badly, due to inequitable numbers and few pairings by classroom.

Half-day attendance tended to resegregate educationally, because basics were not taught in integrated situation.

RECOMMENDATIONS FOR PAIRED ELEMENTARY SCHOOLS

(Suggested ways to improve the negative aspects of the 1974-75 school year's pairing practices.)

1. Adjust numbers before June 1 so that they are equitable between the pairs.

2. Support paired schools in formulating and implementing their individual paired plans. All except one pair wish to change either the time of day for pairing, the amount of daily time spent paired, or the number of weeks one arrangement is in effect before moving into another arrangement.

3. Maintain stable school faculties at the individual schools. In some minority schools there is more use of non-contract personnel. This promotes more turnover during the school year and makes coordination between faculties very difficult.

4. Assign all support personnel to both parts of a pair and not to a school outside the pair in addition to the pair, i.e., music, art and IMC specialists as well as social workers, coordinators and reading supervisors should be assigned to both parts of the pair. Additionally, a Principal who is assigned to a paired school should not also be assigned to a non-paired school.

5. If part-day pairing is kept for some schools, a definite procedural policy should be established by the administration for handling non-attendance at the paired school.

6. Encourage the district to formulate different Title I requests so that the students who need particular programs may have the same benefit wherever they attend school. Paired schools should also have the same kinds of educational opportunities in both schools.

7. Additional inservice should be provided for whole faculties both within and between schools. Different standards and goals between the paired schools must be talked about, focused on, and resolved satisfactorily; more coordination of curriculum and activities is needed.

8. The policy of not busing minority or Anglo students when they are a minority in the sending school should be reviewed and perhaps changed. There are Anglo students at predominately minority schools who want to bus to the Anglo paired school, just as there are some minority students who want to bus to the predominately minority school. The observation has been made that racial feelings are being emphasized by requiring some minorities to bus, and not allowing the same minorities in other schools to bus.

CAPSULE REPORTS ON INDIVIDUALLY PAIRED SCHOOLS

Barrett-Knight	Efforts good; worked hard to make it effective, but basic philosophies are so different that it is "stress" pairing; 18 weeks, not full day; Knight is small, is both paired and satellited; doesn't want to be paired; could be integrated by Lowry.

Columbine-Univ. Park	Instruction can be coordinated; would like all day, with each school teaching reading and arithmetic in A. M., in integrated setting; have worked creatively in coordinating library services.
Harrington-Wyatt-Ellis	Bad unequal numbers, therefore lack of consistency for students in class composition; less time for basics because reading was included throughout day; different reading packages used; principals and teachers very committed.
Stedman-Wash. Park	Stedman has multi-cultural center used by both schools; many combined efforts, including school newsletter; principals and teachers exchanged classes; want to pair all in P.M., changing at semester; teachers should meet a half-day with each change of students.
Hallett-Ash Grove-Cory	Ad hoc committee representing all three schools met many times; three is more difficult to pair than two schools; many parent-teacher grade-level meetings and exchanges; want to pair for semester full day---4th, 5th, 6th grades.
Whittier-Asbury	Whittier is a multi-cultural school; not much coordination and sharing, although there is an ad hoc committee with representatives from both schools.
Mitchell-Force	Bad, uneven numbers, but schools have worked hard to involve themselves and students (the Black Fashion Show, for example); inservice funds not available for second-semester plans; principals and faculty sensitive and hard-working in difficult pair.
Smith-Fallis-McMeen	Again, coordinating between three schools is reported as more difficult than between two; all agree on a semester basis, and would like all pairing in P.M.; suggest that first graders might be omitted the first semester; educational philosophies quite different, but staffs hard-working to coordinate.

Alcott-Smedley	Unequal numbers have been a problem; coordinating disciplinary procedure and curriculum also; but schools have had some joint parent gatherings and a joint newsletter; want to pair by semester, all day.
Remington-Berkeley	Had done quite a bit of preparation; schools are quite close and can work together with combined programs; some unresolved differences; concern about what will happen with newly-built Alcott-Berkeley.
Bryant-Webster-Gust	Teachers worked hard to coordinate; attended each others' back-to-school night; programs are planned at paired hours to include everyone; good numbers; not much cohesiveness between the two communities.
Crofton-Steele	Numbers are quite even; some pairing by half classes; students have participated jointly in several musical, dramatic experiences with great enthusiasm; Steele concerned about its smallness, wants more students.
Eagleton-Doull	Principals and teachers have worked together in a difficult combination; perceived that 9-week pairing may be the only acceptable arrangement for these communities; suggest all busing in P.M., omitting first-graders during first semester.
Gilpin-Johnson	Gilpin is a multi-cultural school, but without a librarian, art or music teacher, and with great teacher turnover; both schools have student councils composed of representatives from each; teachers respect each other and wish to continue to be paired in P.M. for 18 weeks or full time.
Fairview-Greenlee Denison-Traylor	Numbers unequal in this four-plex; very demanding job to coordinate four schools; there has been an ad hoc committee with representatives from all four schools which worked very hard and finally got a questionnaire out and back; teachers concerned about half-day busing, but people won't accept all-day busing, though they would like a semester schedule.

Fairmont-Lincoln	Numbers unequal, and pairing does nothing for racial balance at Fairmont; different educational philosophies, but inservice has been held every nine weeks for new children; schools have jointly participated at Balarat, also in talent show; pairing should be done in P.M. full semester, or possibly full year; exclude first graders in order to establish security and belonging.

APPENDICES II ELEMENTARY SCHOOLS, GENERAL

CENTRAL AND EAST-CENTRAL SATELLITED SCHOOLS (Shorter Bus Ride)

Included in this category are:

Bromwell
Ellsworth
Moore
Stevens

Carson
Emerson
Palmer
Teller
Wyman

Ebert
Montclair
Steck
Whiteman

Efforts of school faculties, parent groups and community leaders have generally provided good integrated experiences for the students in these central area schools. Full day integration is thought to have been most helpful. Moore is the one school which needs immediate attention.

Problems:

A. Title I funded programs

Offered at students' previous school, and no longer available; schools affected are: Bromwell, Moore, Palmer, Steck, Stevens, Teller.

B. Transportation difficulties

Due to buses breaking down periodically because of overheating, vapor lock on Wyman route.

C. Overcrowding at some schools

School	% over 75% capacity	Comments
Bromwell	33%	New building under construction.
Moore	10%	Court has already received copy of Moore report and recommendations.
Whiteman	22%	No complaints (71% Anglo)
Wyman	34%	Definitely crowded; 100% capacity is 570; enrollment currently is 575.
Steck	3%	Parents complain the overcrowding hampers teaching programs; not supported by statistics.

D. Under-Enrollment

School	% under 75% capacity	Comments
Carson	25%	Over-all down, but first grades very crowded this yea.
Thatcher-	54%	Also 80.4% Anglo; should hav more minority students.
McKinley	37%	
Stevens	22%	Surrounded by 3 overcrowded schools; boundary adjustment could be made, probably without greatly affecting ethnic balances.

E. Ethnic balances not meeting court requirements

School	% Minority	% Anglo
Ebert	65	35
McKinley	20	80
Whiteman	28	72
Carson	29	70

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F. Proposal for Busing Kindergartners

While the court order states that kindergarten students should attend neighborhood schools, there are cases where there is not a neighborhood school within the one-mile limit (DPS busing guidelines) for some satellited areas. Examples:

1. Lowry A.F.B. children bused to Ebert, Emerson, Knight; Park Forest and Pine Creek bused to Wyman; Kindergarten students bused to Whiteman.
2. Southeast satellites bused to Palmer, Stevens, Montclair, and Whiteman ; kindergartners bused to Ash Grove.

FAR SOUTHEAST AND SOUTHWEST SATELLITED SCHOOLS (Longer Bus Ride)

Of these seven schools, Kaiser is most in need of immediate attention. It is an open school and needs more space. Nearby is Sabin, which is almost half under-enrolled.

Bradley	Has had a difficult time adjusting to two changes in students, i. e., the reclassification of some students out of Smith School to Bradley in mid-year; lots of support needed by both teachers and students for quality education to take place.
Pitts and Slavens	Monitoring of these schools has not been as complete as in other situations; it is sensed that both schools need help in developing curriculum and methodology to deal with diversity of student body; continued inservice should be helpful.
Holm and Samuels	Monitor reports indicate that these schools are doing well in meeting the challenges of desegregation; Samuels is overcrowded to the extent that even with no kindergartners, classess are held in the IMC.
Kaiser	Overcrowding has created almost insurmountable problems for dedicated administrator; numbers must be reduced if quality education is to occur.

None of these falls within court's ethnic requirements

Sabin — This school is under-enrolled; monitors indicate inservice important for the staff; Council recommends moving children from Kaiser to Sabin to relieve problem.

APPENDIX III JUNIOR HIGH SCHOOLS

Brief summary of Junior High School level problems, accomplishments and recommendations after monitoring during the 1974-75 school year.

PROBLEMS

1. Problem most in need of attention: attendance area for new Gove Junior High; concern is felt regarding effect on other schools, primarily Smiley Junior. *
2. Number of suspensions, particularly of minority students, far exceeds other school levels. (Appendix III-A)
3. Ethnic balances in need of adjustment at Lake and Smiley Juniors. (Appendix III-B)
4. Inservice sessions failed to provide information for teachers in classroom management. Many teachers unable to handle heterogeneous mix of learning abilities reflected in student populations under the desegregation plan.

* DPS waiting for instructions from court regarding new Gove attendance area.

ACCOMPLISHMENTS

1. Special programs introduced in several Junior High Schoo to reduce number of suspensions. (Appendix III-A)
2. Curriculum offerings upgrad and expanded in Jr. Highs formerly providing compensato and "easy" classes for minority students; Cole a primary example. (Appendix III-B)
3. Three schools enrolled teachers in a voluntary progr to assist in learning new methods for teaching student with varying learning abilit "Intensive School Plan," Hamilton, Rishel and Smiley.
4. Horace Mann had the best year in many, due to strong parent organization with input from satellite parents and intere in student activities. Col had parent interest from satellite area, giving all a feeling of community suppor

PROBLEMS

5. PTA or similar organizations failed to interest parents or students in the organization and seemed unable to structure programs relating to desegregation; dialogue between minority and majority communities seemed to be lacking in most schools.

6. Principals and some monitors feel that concerns they have expressed to C.E.C. have not been referred to court.

7. Bilingual-bicultural program should be extended to other Junior High Schools. (Appendix III-C)

ACCOMPLISHMENTS

5. Most principals have accepted responsibility for restructuring class offerings and activities in order to meet court's requirements, but feel need for recognition of their problems and efforts.

MOREY JUNIOR HIGH SCHOOL REPORT

POSITIVE REACTIONS

No overt clashes; most conflicts resulted from other than racial incidents.

Most teachers eager for integration.

Student body friendly, but not integrated; friendly but not friends.

Teacher methods of approach to individual youngsters have changed for the better.

Students see each other as individuals.

Transportation no serious problem.

Students have met others of varying backgrounds.

NEGATIVE REACTIONS

Entering teachers felt resistance and resentment upon entering a new school.

Still much segregation within building.

Class size has increased.

Much sterotyping.

Many prejudices still make some students uncomfortable.

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RECOMMENDATIONS

1. Boundary changes

Creating new attendance areas disrupts families who have made adjustments to many changes in the past five years, and may disrupt the progress made in the schools in achieving continuity.

Adjustments should be made at Lake, Smiley, and possibly at Kepner, due to overcrowding. Cole has changed sufficiently to be "on the way" to becoming a school with academic objectives.

2. Inservice

More intensive inservice training for teachers, parents and administrators will be needed for several years. The DPS are planning for a token, reduced program.

APPENDIX III-A JUNIOR HIGH SUSPENSIONS

Suspension Figures

	Black	Hispano	Other*	Total
Elementary	100	33	52	185
Junior High	1123	739	675	2537
Senior High	482	245	354	1081

* includes Indian and Oriental

Special Programs for Prevention of Suspension

1. In-school probationary program at Hamilton.
2. Joint Team Effort: students assigned to four special teachers who work with students who are disruptive, rather than resorting to suspension - Henry Junior High.
3. Mandatory program for students with absentee problems; students assigned to special classes conducted by ten teachers working individually with students.

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4. Attendance is taken every class period at Grant and Place Junior Highs to prevent students from wandering the halls and courting trouble.

APPENDIX III-B ETHNIC BALANCE

(Schools with Low Anglo Percentages - DPS figures)

	Febr., 1975	Projected for Sept., 1975
LAKE JUNIOR	39.6%	41.4%
COLE JUNIOR	49.1%	54.8%
SMILEY JUNIOR	39.3%	41.4%

DPS rated capacity for Smiley	1635 students
Actual capacity (with space for special programs)	1300 students
Present enrollment (causing security problems) (no counseling rooms or staff offices)	1447

Enrollment figures, Smiley

Year	Enrollment	% Anglo	% Minority
1969	1393	61	39
1970	1668	59	41
1971	1593	56	44
1972	1618	47	53
1973	1606	41	59
1974 *	1460	39.3	60.7
1975 **	1544	39	61

* Present figure according to principal is higher than DPS figure

** Projected for September, 1975 (Figures from principal)

Montbello students attending Smiley, Sept., 1974 figures

	Total	Anglo	Minority	%Anglo
Montbello	494	192	302	39.9
Other schools	956	443	536	45.3

(Montbello population becoming increasingly minority)

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CLASS OFFERINGS

COLE: New offerings in Math, Science, English and other languages now offered satellite students.

MOREY, HORACE MANN, BAKER, BYERS - favorable reports concerning upgrading of class offerings.

APPENDIX III - C BILINGUAL-BICULTURAL PROGRAMS

Students now attending BYERS need a continuation of the bilingual-bicultural programs received at BAKER last year.

SKINNER in need of bilingual-bicultural classes; 50.7% of student body is Hispano; many students need a bilingual-bicultural approach to learning. The program is badly needed to keep school from incurring serious problems.

No inservice training given for aides in bilingual-bicultural programs in the system; the need is great. The principal and some members of his staff have met the needs of some students.

LAKE - 55.8% of student body Hispano.

BAKER JUNIOR HIGH

Inservice sessions were excellent, but schedules very late in school year (Febr. 1975; May, 1975)
No record of teacher utilization of materials prepared by resource teachers.
Some teachers reportedly dislike bilingual education program.
Mr. Albert Aguayo, DPS Bi-Bi program director, offered very little, if any, direction to the program, and appeared to be more interested in compiling reports for the court.
The program seems to have offered very little in actual bilingual teaching, consisting principally of bicultural education.
Class conducted by Mrs. Rivera served mainly to assist a limited number of mono-lingual students from Mexico.
Resource teachers agree with C.E.C. monitors' reports on inadequacy of bilingual-bicultural education in DPS.

APPENDIX IV SENIOR HIGH SCHOOLS

EXISTING PROBLEMS

1. Overcrowding exists in some schools (Thomas Jefferson), while others are under-enrolled (South). Although some classes have been too large at George Washington, the school is not up to capacity; neither is J. F. Kennedy. The Thomas Jefferson/South High Complex may alleviate the problem of inadequate course offerings at South due to under-enrollment.

2. Racial balances differ widely: from 79% at Lincoln to 47% at Manual. Regarding West, the question is asked: does the court intend to maintain such a high Chicano and low Anglo percentage there because of the bilingual-bicultural program?

3. Inadequate counseling: a major problem in the high schools since the opening of school. Counselors agree that there is a shortage of clerical help, and counselors are expected to do tremendous amount of paper work. More clerical staff needed to back up counselors to give them more time to deal with students.

4. Libraries inadequate: West, South and Manual High Schools.

5. More vocational courses: needed at Thomas Jefferson. This problem may be solved by the formation of the Jefferson/South Complex. T. J. students would take vocational training at South, according to reports.

6. Need for auto mechanics facility at West High: none exists at the present time in the southeast Denver area.

7. Emphasis on academics: high school monitors report that more emphasis needs to be placed here, that standards and expectations must remain high.

8. Teacher cuts: disruptive at semester. School Board does not appear interested in dealing with issue.

9. Extension centers: more needed at high school level.

10. Alternative education courses needed: eg., CORE, providing more positive aspect.

11. Suspensions: discipline still being handled by suspending pupils in many instances.

12 Starting time for high schools: new time of 7:15 A. M. could be potential problem; makes it extremely difficult for students traveling long distances.

13. Physical distance between home and school presents problem for parents who might become involved, and for students who might participate in activities. For example, distance from Montbello to Jefferson; from northeast Denver to Kennedy.

14. Weakness in parent groups: No PTA at West; very small group at Jefferson.

15. Problem owing to different codes of behavior and varying requirements of high schools; for example, students coming from East to Jefferson resist discipline and class assignments.

ENCOURAGING SIGNS

1. Logistics have been worked out; buses running on time.

2. Less discipline problems and hostility.

3. Indications generally point to a growing tendency toward integration and social acceptance on part of many students in all high schools. By virtue of the fact they go to school together does not make them one, but antipathies are not as overt as as beginning of school year.

4. Most significant achievement of high schools has been introduction of comprehensive programs dealing with improvement of reading and writing skills; many students in high school are reading at third and fourth grade levels, and are potential drop-outs and absentees. C.O.R.E. programs, Monterey reading program and numerous labs are making progress in this area.

APPENDIX V INSERVICE REPORT

First Semester - September 1, 1974 - January 24, 1975

Five hours of mandatory inservice training for all schools required. Some schools one session of five hours; most schools held two sessions of two and a half hours each.

Attending: Administrators, teachers, aides, clerical staff, lunchroom workers and custodial workers.

All personnel paid to attend sessions.

Co-ordinated and directed by Community Specialist, Mrs. Evie Dennis and a staff of five teachers on special assignment.

Programs for inservice sessions selected or outlined by the principal and a committee selected for the purpose or by the principal and the building committee. Reviewed by Community Specialist and staff. Final approval given by Dr. Roscoe Davidson, Assistant Superintendent.

The greatest number of schools selected a film called "Sit-Down, Shut-Up or Get-Out." This film did not produce the exchange of information or discussion which would assist teachers in the classroom. (Some exceptions may have been noted.)

Some schools outlined programs designed to meet the needs of the individual school and community. More successful results were reported.

Paired elementary schools were directed to hold joint inservice sessions. This was done in very few instances.

Inservice training was included for parents and students with some staff members in ZBIII, but was not implemented due to lack of time or lack of the formation of such groups.

Continuing committees of students, parents and staff members were directed to be formed for the purpose of

directing the efforts of the school toward successful quality integrated education.
Such committees were started in some schools in the second semester. This directive has not been totally implemented as yet.

Make-up inservice sessions for those staff members and teachers who missed regular sessions: two such sessions were not well attended.

Second Semester - January 27, 1975 - June 6, 1975

Directive stated that every school must have some inservice for teachers. Most were conducted on a voluntary basis. If conducted during the school day, some money was available for substitute teachers, but if conducted after school or on a Saturday, the sessions were on a voluntary basis.

Programs were approved only if Federal funds were used.

Discussions were related to Values Clarification or Problem Solving.

Co-ordinator and staff were disappointed with lack of any mandatory attendance requirement.

Results were uneven, due to the wide variation in method of conducting sessions.

Evaluation and Results

All inservice results were evaluated by either the Federal Projects Office of the Denver Public Office, or by the ZBIII staff.

The Community Specialist charged with co-ordinating the program has been released from that assignment, and the teachers on special assignment have been reassigned to the classroom.

Doyle Report Appendices, xviii

DPS Proposals Submitted to H.E.W. May 16, 1975 for assistance

1. Inservice Center - ESAA Funds

   For a new structure and model of staff development for teachers and administrators.
   This proposal would provide for a center in one of the elementary schools staffed by a co-ordinator, an evaluator and clerical assistance.
   Teachers would be selected to attend a five-hour session at the center and return to the school from which selected, in order to train, in turn, all teachers in the building in curriculum development and human relations.
   This proposal is non-specific in nature.

2. Orientation and Motivation - K-12 - ESAA Funds

   Designed to increase home-school communication, self-pride and reduce alienation.
   Non-specific and vague; leadership programs and excursions as well as athletic events suggested as possible activities.

3. Bilingual-Bicultural Education Program - ESAA Funds

   Adds the following schools to the present program:

   North High School
   Lake Junior High
   Bryant-Webster Elementary
   Fairmont Elementary
   Crofton Elementary
   Fairview Elementary
   Gilpin Elementary
   Greenlee Elementary

4. Discrepancy Evaluation Project for the DPS Desegregation Program

   Title IV, U. S. Civil Rights Act

   This is an internal monitoring project to determine ethnic balance and needs for boundary changes, any suggested changes in pairing, implementation of the bilingual-bicultural program and the East-Manual Complex.

Questions and Conclusions

How can this minimal Inservice program continue to fulfill the needs for all teachers, students and parents to produce a better climate for integration?

Inservice must be carefully observed and monitored during the next school year.

One monitor reports that a faculty needs something to constantly bolster and support its members.

Exhibit 36

SUMMARY OF MOORE SCHOOL COURT ORDERED

DESEGREGATION ACTIVITY

Summer of 1974 through Winter 1976 February 19, 1976

Busing Program

1. Bus schedule mailed Aug. 1974. Also taken to Housing office.
2. Get Acquainted School Night - October 9 - 2 busses for pupils, parents.
3. Letter inviting parents to ride bus to school - Nov. 20, 1974
4. Oct-Nov. 1974 - Provided bus each Wednesday for After School Recreation and Girl Scouts.
5. Dec. 17 - Christmas Program Provided buses in evening.
6. Feb. 21, 1974-Mother-Daughter Program. Buses provided.
7. April 22, 1975 - School Community Day. Buses provided 9:30-12:00 noon.
8. May 28 - Father-Son evening. Buses provided.
9. May 3, 1975 - Carnival-Saturday Buses provided
10. June 4, 1975 - Evening Picnic Cheeseman Park - Buses
11. 1974-75 - Switched pupil schedules for boys and girls.
12. Rode buses many times to check stops, schedules.

Staff Development

1. Aug., Sept. 1974 - New staff brought together for orientation.
2. Set up "buddy system" for 175 new pupils.
3. Fall 1974 - adjusted teaching materials and program for new enrollees.
4. Reviewed and carried out ZBIII "Preparation for Integration"-staff, parents, students-time line.
5. Social worker and nurse set 10 week evening program on Home-School-Student, Fall, 1974.
6. Nov. 13, 1974-Inservice Self Image; Behavior Mod.; BiLingual and BiCultural 45 attended.
7. March 19, 1975-2½ hr. Inservice "Sit Down, Shut Up, or Get Out"- Discussion - entire staff.
8. January 15, 1975 - Glassen Tapes Schools Without Failures.
9. 1974-75 10 hrs. Court Ordered Inservice.
10. 1975-76-Completed 5 hrs. Court Ordered Inservice. Planning second 5 hrs.
11. 1975 Fall - Teacher wrote and received ESSA funded program of enrichment, using tutor and certain materials.
12. 1974-76-Established Human Relations Committee with representation.
13. 1975-76-Establish IMC Committee; building IMC and have hired staff person.
14. 19__ - Some of Moore School people had experience with buisng under VOE some years previous.

Pupil Programs

1. Spring 1974 - Student Council election held up until Fall, 1974, when new pupils in school.
2. Fall, 1976 - "Buddy System" used for pupils.
3. Fall, 1974-After School Recreation and Girls Scouts sought and got busing arrangements.
4. 1974-76-Improved school attendance worked on (1974-75-88%; 1975-76-94% to now).
5. 1974-76-Through PPA tension among pupils was lessened.
6. 1974-75-Nurse and social worker worked with counseling groups of pupils.
7. 1976-Vice president of Student Council is satellite area pupil.
8. 1975, Fall-Brought in Diagnostic Program under Title I.
9. 1975, Fall-Added Diagnostic BiLingual teacher - 1/2 time.
10. 1974-75-Sought and got Reading Package, Gr. K-3, Harper Row.
11. 1974-76-Continued enrichment program (Reading Centers) through school monies.
12. Through Student Council efforts (City Council, School Board appearances) got Moore School designated as Historical Landmark - first school in Denver.
13. Through Student Council and Physical Education secured environment beautification program that will go three years-trees, lawn; Landscape Architect plan.

Moore Association

1. September 1974-With principal set up schedule for special help first week-bus, lunch, halls, refreshments, etc.
2. Oct. 9, 1974-assisted with Get Acquainted School Night.
3. Nov. 15, 1974-Old Time Movies. Provided leadership.
4. Sept. 8, 1974-Set up Lincoln Park Picnic-300 people.
5. Assisted school staff in August 23 meeting at Lincoln Park.
6. Newsletter, special bulletins sent to families periodically.
7. 1974-76 have set up car pools to help transport pupils to eveing events.
8. Took Girl Scouts to Lincoln Park homes.
9. 1974-76-Assisted directly with more than a dozen evening programs at school.
10. Provided several dozen volunteers throughout school years - nurse, tutors, aides, etc.

School Principal

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1. Principal drove bus routes, checked stops; made maps.
2. Aug. 1974-worked with housing project; attended and helped lead Aug. 23 meeting.
3. Prepared and mailed all basic school information to all incoming families; extra copies to Housing.
4. 1974-76-Secured special buses for special events.
5. Made arrangments for meeting places as requested.
6. Fall 1974-made arrangements for Girl Scouts and Recreation for bus.
7. Rode bus home many times to assist with problems.
8. Spring, 1975-worked to have 15 Garden Place pupils to Palmer School.
9. 1974-76-Frequent trips by principal to satellite area re: ill pupils, emergencies, discipline, kids missing bus.
10. Fall 1974-Worked closely with Greenlee principal in records, pupil programs.
11. Knew of Spring 1974 visit Moore/Greenlee visitation.
12. Fall 1975-Wrote and applied for Better Attendance Project under Motivation and Orientation funds.
13. Winter 1975-Set up faculty inservice at Columbine Center; entire faculty.
14. 1974-75-Worked closely with Toni Binstock re: Court Ordered ZBIII plans.
15. Sept. 30, 1974-Area meeting of schools to set up inservices.
16. Sept. 25, 1974-Set up Ad Hoc Advisory Committee; students, parents, staff.
17. Brought in special program to school-Jr. League, Safety assemblies.
18. 1974-First two months 250 visitors signed up at Moore to visit school.
19. 1974-76-Borrowed books and equipment from other schools to meet needs of new pupils.
20. 1975 Fall-Met with Intra Agency Council-Lincoln Park

Central Administration

1. Spring-Summer 1974 - Worked with Central Administration with suggestions and ideas for pending Desegregation Plan.
2. 1974-75-Numerous meetings with immediate superiors as well as top district administrators re: plans, etc.
3. 1974-75-They supplied funds and leadership for many programs, mailings, inservices.
4. Set up several inservices to train our building teams so they could select our inservices.
5. Provided busing arrangements, directives, opportunities throughout entire 1974-76.

Exhibit 37

This exhibit is on file at the U.S. Commission on Civil Rights.

Exhibit 38

Joseph A. Thomas-Hazell/3800 East Mexico Avenue/Denver, Colorado 80210

DENVER HEARING ON DESEGREGATION, February 19,1976 # 38 ✓

Chairman Flemming and Distinguished Members of the Civil Rights Commission:

First, I thank you for this opportunity to appear before you this afternoon.

Second, I am a native of Denver having attended all white schools of Washington Park Elementary,Grant Jr. High, and South High School. I have always been very proud to say that I am a product of these schools having an education equal to any white classmate. Because of the negative homelife I endured, I have often asked myself where I would have been today had it not been for my teachers and classmates from these schools. As a tribute to my teachers, classmates, and others, my dream is to establish an institution of higher education for the gifted located on my property which has been in the family since 1910.

Third, although I am single with no children, I want the children of my friends and neighbours to enjoy the same quality of education which I was privileged to have. Therefore, I considerforced bussing in Denver a complete insult to the integrity of all races and nationalities of Denverites in violation of the Constitution as follows:

1st. Amendment: Separation of Church and State and Right of Peaceable Assembly.

Exhibit A. "City School System Puts Kids in Caste System" by Steve Wallach, a former teacher. (SOHO Weekly News December11,1975,NYC). Albert Shanker and his United Federation of Teachers was the cause of bussing in the first place a decade ago when they refused to provide good teachers to poor neighbourhoods. They also rejected the neighborhood school concept and Bayard Rustin then proposed bussing as an alternative.

Since the Jewish religion is the only large group to teach their children how to read before attending school, they are the only group that can benefit from the tracking system of Shanker: a system of educational discrimination based on reading ability at an early age providing the best teachers to the "readers" and the worst teachers to the poor readers.

Forced bussing violates the parents and children's rights of Peaceable assembly, and parental supervision of their children.

Article 13.Slavery.

Bussing is a part of an educational system forcing children and their parents to accept a system which may be harmful to the development of the child. I see forced bussing as involuntary servitude.

Article 9. Enumeration in Constitution of rights - denial.

Along with the assumption that one lives in an area of one's free choice, it is also reasonable to assume that parents have a free choice over where their own child goes to school.

Article 14. Section 1. The privilege of parents to send their children to the school of their choice as taxpayers and property owners is abridged under forced bussing.

Forced bussing is a variation of an old con game which is played as follows:

Realtor sells house to Black at premium then tells white neighbors that Black is moving in and their property will be devaluated. Whites sell below par and realtor sells to another Black at premium.

I live within two blocks of two relatively new schools, Mitchell and Corey and am about a mile from South High School. I have talked to many Black students who live elsewhere and are bussed in. Not one of these students liked being at theer respective schools.

I sympathize with the student who is forced to be at a school different from where his classmates and friends are going based on my own personal experience. I was bussed to Washington Park elementary which I enjoyed and these were the only friends that I had in the world. In those days, there were rigid boundaries and my Jr high school district was Grant whereas all of my friends went to Byers. Although my teachers and classmates at Grant were wonderful people, the change inhibited my personal development by having to start making friends from scratch. The teen years are difficult at best but when one has negative parents, one's classmates and teachers are necessary for support in order to lay the proper foundation for their future. It is not only the Blacks who have experienced and suffered from this sort of situation, but whites whose families have been moved by the military or corporate structure as evidenced within recent years by the flower children and Hippies who have relied upon each other to resolve their development problems.

Forced bussing is one of the high prices we are paying for our own self destruction. The dedicated teachers whom I knew have been replaced by the Shanker-union mentality whose only concern is to protect those bored teachers from being fired and to assure them a raise each year regardless as to how many children's lives and futures have been ruined by them at the taxpayers' expense. Teachers should have been the first ones to oppose urban renewal but their voices were mute. As a result, students nowdays cannot look forward to having space for his own business or profession upon graduation for urban renewal has destroyed the physical plants necessary for the business or profession for parking lots.

Time does not permit me to continue my analysis but I strongly recommend the immediate termination of the forced bussing and restoring the Civil Rights of all races, replacing it with open enrollment providing transportation and spaces for those who would volunteer for the opportunities and education of their free choice. There is no doubt in my mind that the present system intensifies segregation and poor quality of education of all races.

Joseph A. Thomas-Hay

Research Scientist

City School System Puts Kids in Caste System

STEVE WALLACH

The Board of Education is running a little known program that is ruining the educations of many students. The United Federation of Teachers had it written into their contract. It is created by the way children were assigned to their classes. One must look at the basic school structure in order to understand just how bad things are.

Each grade is divided into two categories. As defined by the union contract, these categories are termed as "the difficult" (poor students) and "less difficult" (smarter kids) groups of children. The main criterion for a student's placement in one of these groups is his or her ability to read. If a child attains a *high* score on the annual reading examination he will then be placed with children of equal ability. These children often receive the best education that the school has to offer. If a child has an *average* score, he will most likely spend a school life of mediocrity. If his reading score is way below average, he will get bare bones education, with a minimum of materials and little or no chance of improvement. In all probability, the students won't learn anything and will return the following year without any chance of improving themselves. The routine would be a repetitive one, year after year, the same children would tend to remain in the lower part of their grade. The process could continue from elementary to junior high school and then through high school. This process of labeling a child either a fast or slow learner is what educators call a "tracking system."

Should children have to accept a system that, by its very own nature, condones the formation of good and bad classes? Should they be forced to accept a policy that grants an inferior education to so many of them? This is an attempt to examine the way the system works.

A principal in Manhattan who asked for anonymity, stated that children whose first language *is not English* are especially handicapped by this system. A child who constantly has to catch up on his reading skills will find it extremely difficult to lose his early educational labeling as a loser. Since he can't read well, he will stay in the bottom portion of his grade. He may do well in other subjects, but the major consideration of his class placement will be determined by his reading scores. A child who is just learning English is not going to be able to compete with those to whom the language is second nature.

Janice Wong, a member of School District Number One, says the problem of labeling children is a serious one. "Tracking is only one part of a much larger issue of general educational neglect," she said. "I do not feel that any injustice is being implemented purposely, but until this and other inequities are solved, we will not have true educational equality.

Since a child's class placement is determined by his reading ability, the question arises as to how his reading level is actually attained. Every April, a standardized reading examination is given to all of New York City's pupils. The test is in three parts; reading comprehension, vocabulary, and word study skills. It is given by the child's classroom teacher (helped by another teacher) and generally takes up most of the morning. The students feel a lot of tension that day. They realize that this is no ordinary morning of work. A whole year's effort is judged. The results, which are received in June, are then branded on a child's records and preserved so that they can be examined by future schools and employers.

Needless to say, some children come to school sick on that day. A slight headache or fever can make the difference between success and failure. Any personal problems from home (and believe me, there are many) can hurt a child's concentration. Let's face it, many people simply cannot function perfectly when taking large, formal examinations. A student may do poorly on the test due to any of these factors. But too often no one will ask why the student did badly on that day and he or she is sentenced to a lousy education.

When I was a ninth grade student, I remember being given a test called The Iowa Exam. When the results were in, my friends did miraculously well. I was a disaster. My parents were notified and were told that they should switch me from an academic to a commercial program. We were told that I was not college material and therefore, learning a trade would be more appropriate. We refused and I went on to graduate college with honors. I wonder just how many students did switch to a commercial program and how much talent we have lost because of that decision.

We must realize that those who believe in the success of separating children into good and bad classes are wrong! Children can function in a [illegible] that has a mixture of talents and capabilities. They can learn from each other, and set examples for one another. If a child is good in math, he could then help someone who has a problem in that area. The same system could be used in reading, science, social studies, and grammar. This is known as the buddy system; direct peer group stimulation. It is far more successful than having a child work out of a textbook with no incentive or inspiration from his other classmates. Students who are good readers are generally quite creative and imaginative. They can be the trigger that is needed to excite a slower student in a specific subject. Once that happens, once a child begins to enjoy his work, once he begins to feel successful in something, his work will improve dramatically. Kids are natural catalysts to each other; they love to compete just as much as they love to work together. It's time to use this phenomenon to their advantage!

Some teachers feel quality education would be destroyed if classes were mixed with a variety of students. Their argument is that bright children would be denied the attention they deserve. However, a well structured classroom and a conscientious teacher would deal with this problem without much trouble. Clearly, much more damage is presently being done by separating youngsters into these "difficult" and "less difficult" groups.

For example, a student who is placed in the bottom portion of his grade is automatically stigmatized as a failure. This attitude becomes a very definite part of his personality. It reflects thoroughly in his academic and family life. He would obviously tend to make friends with other "failures" and consequently fall victim to, what he would consider to be, the mounting pressures of school life.

Classwork becomes a chore and he fails to find any reward in going to school. He might become rebellious at home as he attempts to gain the attention he doesn't get in school. On the other hand, parents become increasingly upset over the child's lack of progress. They fail to understand his disinterest in school and erratic behavior at home. They cannot deal with the root of the problem for they know not what it is. It only continues to grow, larger and larger, until the child falls miserably behind and loses all interest in his work.

Students and parents are not the only ones affected by this problem. Teachers often begin the year with a negative attitude because of it. They feel that teaching a group of slow readers is an unrewarding and fruitless job. Too many times they don't perform up to their best effort since they don't think it would help. Once again, from every angle the children lose.

Because of putting children in so-called good and bad classes a union policy known as "rotation" developed. Rotation grew from a common attitude among teachers that being assigned to a class of slow readers was a miserable experience. To make sure that no teacher taught bad or difficult kids year after year, [illegible] called for official recognition [illegible] a policy known as teacher rotation. Under this policy, a teacher who has a class of slow readers one year, will automatically get a class of good ones the next. The following year, he or she would get a group somewhere in the middle. After one full cycle, the process repeats itself. Subsequently, fairness was assured in regard to class assignments, and once again, the teachers rejoiced. Rotation in its own right is justifiable; if you're a teacher. However, its very use tends to prolong and substantiate the antiquated and unjust tracking system.

Doing away with the rotation system would not put an end to the two categories of "difficult" and "less difficult" classes. However, if the tracking or classification system were ended, and children with a variety of talents were placed together in the same classes, we would obviously have no more need for teacher rotation. Union representatives have agreed that, if good and bad classes were ended, rotation would become obsolete. Some principals are moving in this direction, but the policy must be made official and applied universally. We must remember that as long as tracking and rotation are official policies, *we are condoning a caste system in our schools*. It is one which is almost impossible to break out of. At a time when most people are preoccupied with restoring budget cuts, we must remember that there are still inequities in our basic system and that they, too, must not be neglected! ●

(Steve Wallach was a school teacher in the city system.)

Exhibit 39

Unscheduled Witness #4
Elementary Part-Time Pairing

Nancy Mentzer
796 S. Jersey St.
Denver, Colorado
80224

I am a housewife and President of the McMeen School Community Association. I have a second grader and a child starting kindergarten in the fall at McMeen.

The McMeen teachers, principal and many parents were surprised and bery upset that you didn't subpoena anyone involved in part-time, paired busing. They should be recognized as the hard-working group that made the pairing plan go as well as possible. All 36 elementary schools have totally been involved in busing for two years; we have lots to say. It appears we will continue to be the only 36 schools totally involved on the elementary school level. Only when you have ever had a child in part-time pairing or have been a teacher can you comprehend what a monumental job part-time pairing was and is.

I want you to understand that I am here as one interested parent. My organization represents a diverse group of opinions.

I look on part-time pairing as a two-wheel bike with training wheels. For two years we rode around on the training wheels and now it's time, according to the court, to take them off. The sad part now is that this represents a total change for all of our children and teachers again. We still have to learn to balance on that two-wheeler. Part-time pairing went well because children went well because children were able to bend and parents wanted it to work as well as possible. The teachers worked with children to make all feel comfortable and to adjust to their new setup.

We are two schools, McMeen and Fallis, feeding into one minority school, Smith. In turn, it feeds back out to these two schools. The work for principals, teachers and clerical staff was beyond belief. They had to try to get siblings out the door at the same nine weeks period. They had to know all children coming and going each nine weeks and match them up by numerical balance to a room in the receiving school. Smith had been overcrowded for years, but busing made it a vivid reality and the court ordered about 200 children satellited. This didn't happen until mid semester of last year. At one point, Smith school had four buses lined up at the school. There were children going to Fallis for ½ day. Some were going to McMeen for ½ day. Some were going to Montclair and Bradley for full time as a satellite. For many of the minority children this was their fourth school by semester's end last year. I wish you could have seen the looks on some of these little people's faces.."where to now?"

This year many of the technical problems have been ironed out. There are a lot of frustrations still felt by parents.

1. Some parents are frustrated because they feel the academic expectations of one school are lower than another, and they feel their children's education is suffering.

2. Some feel discipline needs to be standardized between schools.

3. Some feel that there is a lack of leadership strength in some of the principals. Some principals don't seem to believe in making it work and don't believe in challenging their teachers. Other principals have worked to the point of exhaustion. You can walk into a building and feel and see the difference among schools.

4. Some parents are frustrated by the number or percentage part of the court order. Sometimes individuals or groups of children are overlooked for the sake of the percentage. Our school, McMeen, has between 18 and 20 percent minority children in its student body. These children stay put all day while the rest of their class comes and goes. Not all of them are comfortable in their "stay there" role. They sometimes feel peer pressure because they don't really do what their classmates do each day. Having a high percentage of minority children already in the "Anglo" school also throws the percentage off balance when busing takes place. The court and Denver Public Schools need to consider this question.

Another thing we saw happen in the numbers game was the percentage per room situation. Three second grade children this last semester left their home school with their classmates to join the second graders at Smith that they knew. When they got there, there were too many Anglos in that room so these three were put into another room where they knew no one -- all for the sake of the percentage.

5. Some parents are frustrated by the unfairness of the whole Denver court order--why just these 36 elementary schools? If we are going to bus, let's bus everyone and make it fair. Under the new order, will it just be our elementary school children shuffled again.?

6. This leads to one of the biggest frustrations -- the lack of stability. We could be starting our 3rd year on making something better instead of our first year of a total change.

All of these frustrations are the reasons I am seeing neighbors now heading to the suburbs and to private schools again. Many are looking for stability for their children's education.

What I am about to say is totally my own observation and feelings. They do not represent any group. I did substitute teaching in the Denver Public Schools in the late 60's. I went all over the city and finished the school year at Stedman School. I saw the horrible inconsistencies in this district. It was a mess. At one inner city school, I was issued a piece of chalk and one eraser at ehe office and told to return them at the end of the day. I had a 4th grade class of black children whose books and papers were locked up. The books were old. No wonder all 35 children hated school and me.

I am one that understands why busing is here. I am one who feels to blame for not doing something or fighting for better schools when I saw the need. I began my own family and became wrapped up in my own selfish world. All of a sudden, I had a child in kindergarten to be bused the following fall. All this at the expense of my child, I said angily:

I am a parent who would rather have my child at an integrated, educationally sound neighborhood school. Since the court order eliminates the neighborhood concept, this is not possible. Under the court order, I would rather have an all-day busing situation because I see too much instability and lack of school association under the ½ day pairing.

A good thing that is happening in Denver Public Schools is that more parents are scrutinizing the schools like they never have before, and they are seeing things they never noticed before. They are questioning what they see.

It bothers me that people say the total blame for problems, white flight, poor teachers, weak administrators, etc. is the ambigous word "busing". I feel it is lack of leadership and enthusiasm on the top that worms its way down through the mass of assistant superintendents and sometimes lower.

I wish I could see developing a working situation among elementary schools that later would feed students into the same junior highs which feed into the same high school. Friendships could remain all the way through K-12, fears minimized and stability felt by all. Right now my husband and I question how long we want our children's education to be disrupted because DPS won't take on the responsibility of a total and fair education for all children. Will it always be in the courts or will we ever see a good, stable educational situation at the end of the bus ride or down the street?

Rap Session Reports. We held a rap session each month in the school year of 1975-76 to discuss possible city plans for our school next fall. Those were sent to all the schools in the D.P.S. I have had response from many schools.

FACSIMILE

McMEEN SCHOOL COMMUNITY ASSOCIATION

November 19, 1975

On the morning of November 5, 1975 a group of fifteen McMeen mothers and Mr. Makowski gathered to express their opinions and suggestions concerning the type of direction the school administration might take if and when full time busing goes into effect. The following is a summary of the dialogue that took place for two hours that morning. Several times there were many conversations going on at one time and all of these could not be recorded.

A. IN GENERAL:

The majority of participants wish things could be the way they were for McMeen before court ordered busing, but feel we must work to make the situation as good as possible academically and socially for our children.

The rap group desires to have a community cross section at meetings so that we can begin to think of the district as a whole. Members of the group have been told that some minority children who live in the McMeen area feel ostracized because they can't be bused with their friends. We need minority parent input into the rap sessions so we get the whole community's feelings.

We do not want the administration to make plans late like the rush decisions made before school opened a year ago last September. It is imperative to tell us (parents, children, and school faculty) what is going to be done by March. The school administration will need a formal program and it is felt new plans can be worked out better without a quick deadline.

B. ON ALL-DAY BUSING:

One main fear with all-day busing among many at the rap session is a potential downgrading of the education expectations and levels due to disparity in existing programs and achievement levels of students. This could result in a further flight of white families.

Denver is not unique in its problems. The suburbs without busing are also troubled with classroom size and programs that are not geared to their child's ability.

Our children should not have to change from a program like Scott Foresman reading, which they began in kindergarten, even if they are capable of making changes.

Regarding program differences in schools, our children are flexible enough to do well with more than one type of program.

Voluntary Open Enrollment might now work as a better alternative to paired busing. (VOE = a program used prior to court ordered busing where parents could volunteer to send their children to other schools. Many parents took advantage of this.)

I don't feel VOE works. The high achievers could all be moved from a school leaving an unbalanced school.

The 3-3-3 plan makes a great deal of sense to me and is being used in various school systems in the country. There would be separate schools for 1-2-3 and 4-5-6. The child would go to the same school for three years. Concentration could be placed on program levels. Reading and Science packages could be sent to the school and each child could continue with his original program. The children would be more likely to keep the same friends also.

Another problem that could be of concern is the alleged elimination of accelerated classes in secondary schools. Accelerated classes tend to group children as to ability. It is then possible that these classes would not be totally integrated. Therefore, the court's purpose of balance is defeated. It is felt that if accelerated classes are eliminated, more families would leave because their children's education is suffering.

C. SUMMARY

The overall conclusion of this rap session, if any can be drawn, is that we parents at McMeen feel that the school administration is not placing enough emphasis on exploring alterante plans to be used in implementing the changes in Denver's school desegregation plans as indicated by the recent court order, but rather is waiting until more direction is received from the court. At that time a rush plan will be devised. The feeling is that a much better plan educationally could be arrived at with more detailed planning at this time. Parents would also be better prepared for the impending changes.

We must continue to encourage our teachers, who have a great influence over our children and show that we as parents have high expectations of them and our children. We feel the administrators of each school must be strong enough to motivate the facility. We feel parents have to relate to central administration people like Walt Oliver (Assistant Superintendent of Elementary Education) and Roscoe Davidson (Assistant Superintendent Division of Education), so our input and ideas are taken into consideration. Parents are concerned members of the school community and we should be a vital part of the planning.

Our next informal rap session will be Wednesday, December 10 at 1:00 in the lunchroom. We hope more interested people will come with their ideas at that time.

Nancy Mentzer,
President, MSCA

FACSIMILE

McMEEN SCHOOL COMMUNITY ASSOCIATION

December 17, 1975

Eighteen McMeen and Smith parents, Mr. Makowski and Mrs. White attended the second McMeen rap session on busing December 10th at 1:00 p.m.

Since the last meeting Nancy Mentzer contacted Mr. Manual Andrade at the DPS Administration Building and asked him to write to Little Rock, Arkansas for that school district's busing plan so we could study it. The material had not yet arrived.

Mr. Makowski reported on a meeting for principals of paired elementary schools which he attended November 24, 1975. The paired school principals met to discuss the status of the paired plan for busing and to prepare for the second semester. Mr. Makowski believed that the 19th Circuit Court of Appeals ruled portions of Judge Doyle's decision unconstitutional. Judge Doyle does not have authority on the case now. The case rests with the Appellate Court until some action is taken by the U.S. Supreme Court on the petition before it.

We didn't talk about specific alternate plans at this session, but had another discussion about general concerns. Mr. Oliver has asked the principals to submit plans, as he and a DPS Task Force are studying possible alternatives to part time pairing. We have asked Mr. Oliver to send us the material the Task Force is studying for our January rap session.

What follows is a summary of the rest of the two hour discussion.

COMMENT: I have heard that next year the children would be at McMeen half of the year and at Smith the other half all day long.

This is a rumor, because DPS has yet to come up with any plan.

QUESTION: What are some of the problems in paired busing this year?

Mr. Makowski stated that most of the problems of the 1973-1974 school year have smoothed out this year.

QUESTION: Would Smith and McMeen still be paired next year?

We don't know.

QUESTION: Do Smith and McMeen children go to Junior High and High School together? If we work to get them together in elementary school just to be pulled apart in upper grades, what are we working for?

Many parents felt that the new plan should consider this question.

QUESTION: Would children involved in the E.H. Program stay in the home school?

This decision would have to be made at a later date perhaps by Mr. Ted White, Director of Special Education.

Mr. Makowski feels that paired schools should have the same nurse, social worker and psychologist. The DPS is working in this direction.

QUESTION: Could we go back to or consider a form of V.O.E. - Voluntary Open Enrollment?

Each school could offer something special which would draw interested people. People would not mind their child being bused if they truly believed they were getting a quality education. Many parents felt this plan would still not work because too few anglos would choose to bus their children. Some felt that paired busing had made people more aware of schools elsewhere in the city and they would be more willing to volunteer to bus their children to these schools. Parents felt we should continue to discuss this plan.

QUESTION: Are buses in top running condition and are they inspected regularly?

Mr. Makowski said they are inspected and safety checked. They do not have safety belts because belts sometimes cause problems. The children do not always use them in the manner for which they are designed. It was his understanding thatthe lack of seat belts in the Gunnison bus accident saved the lives of many children when the top collapsed. Mr Ellidge could come out to the school and talk to parents on the safety of the buses.

Most parents at the meeting were concerned with the standard of education dropping. Some felt creative writing and spelling are not being pursued. Some parents felt spelling words were to easy and that children should be working at a higher level. Creative writing should be stressed for future schooling. Many children appear to be unable to write a report and don't know how to outline. Some parents felt the general quality of education appears to be better at McMeen.

Some parents at the meeting expressed concern with seeming differences between Smith and McMeen, eg. Are children at Smith not working at grade level? Is all this the fault of the teachers or administrator?

Should a group of parents meet with administrators of paired schools? Mr. Makowski felt individual parents have the right and the responsibility to call with suggestions and arrange for a conference rather than go in a group.

This discussion group seemed to have two main concerns about any plan adopted.

1. The same high level of academic expectations should be maintained at all schools and all grade levels involved under any busing plan.
2. The need for stability. A plan should be put into effect for a set number of years so the children and teachers have a settled feeling.

The January rap session date will be set later. We hope to look at the DPS Task Force material at that session. A flier will be sent home in January.

McMEEN SCHOOL COMMUNITY ASSOCIATION
February 5, 1976

The third Rap Session concerning suggested new plans for busing met January 28, 1976. M.S.C.A. (McMeen School Community Association) President Nancy Mentzer opened the meeting by turning the proceedings over to Mr. Makowski, Principal, for a review of current court decisions. The meeting was attended by eighteen parents, Mr. Makowski, and teacher representative Mr. Houser. Mr. Makowski said our pairing program will continue during the semester starting February 2 but pairing will not be in effect as we know it next September. Four additional Hispano schools will probably be involved in busing next year, and the East High School - Manuel complex be reviewed.

I. We want the court system to consider the following: we will be sending this information to Walter Oliver, Maurice Mitchell, and Judge Doyle.

a. We want our neighborhood ethnic ratio considered. The Finger plan did not consider this aspect.

b. A possibility - The parents would select the type of school for their child. Examples - traditional versus open schools or schools stressing certain academic programs. With free selection a natural intergration might occur. Parents would have to sign contracts to prevent them from constantly changing schools. With Voluntary Open Enrollment the draw back would be that the ideal ratio would still be juggled by the courts

The second possibility and those of us at the Rap Session feel the most workable is to convert McMeen to a total Primary School (K-3) or Intermediate School (4-6). Physical building changes would have to be considered like making drinking fountains reachable as well as bathroom facilities. Changes in the library materials would also have to be made.

c. We, the parents and teachers, are concerned with continuity of reading programs, etc. We want the same reading programs our children presently use or similar programs in spite of the cost. We do want the reading programs to relate to our varied backgrounds. The Scott Foresman program is multi ethnic.

d. MEET THE NEEDS OF ALL CHILDREN by establishing and expecting high standards and challenges. We want accelerated materials offered as well as trades in the higher grades.

e. Some parents would like to see some kind of pairing to continue with Smith so our children don't have another total school change.

II. OUR CHILDREN MUST HAVE CONTINUITY

a. It is too much to expect children to accept a new environment, new classmates, new teachers and new learning packages every two years.

b. We at McMeen will consider accepting new programs at this point if we can keep them at a future date.

1. consistency of curriculum 2. stability for children.

c. Parents need to see that the administration does listen to them - we at McMeen are willing to work for the benefit of children but we don't like "spinning our wheels."

III. COMMUNITY OPPOSITION

If half of our neighborhood kids are bused and half are not bused. (We do not mean present pairing system). We believe the answer to this problem can be met if for example McMeen is made into a total primary school (K-3) and Smith houses children 4-6 or vise versa. DO NOT TEAR APART NEIGHBORHOODS. We want continuity to continue kindergarten through high school. We feel if the children are bused with one group of children this grouping must continue throughout their school years, K-12. We feel if schools are changed as suggested then kindergarten children should also be bused so that they would not be housed with 4-5-6 grade students. We realize Smith School might not be our pair.

IV. WE WANT DECISIONS MADE BY SPRING

a. In order to help obtain this goal this rap session group plans to write a letter to Judge Doyle, Walter Oliver, and Maurice Mitchell. Copies of the letter and a recap of our rap sessions will be sent to other schools asking for their support.

b. A committee was formed to draft the letter. This committee will meet February 5 at Angie Chopyak's house. The members of the committee are Nancy Mentzer, Audrey Ross, Glenda Kaufmann, Barbara Rainwater and Kenita Gibbins.

The next rap session has been set for Wednesday, February 25, at 1:00 p.m. in the McMeen Lunchroom.

c. The people at the rap session are anxious to know what direction the school board is headed as well as:

What type of plans Dr. Kiskunas's committees are drawing.

What type of plan the Plaintiff's have.

V. The parents at the rap session recommend setting up elementary schools K-3 and 4-6.

a. We select this plan because parents may not have enough information to make the right decision as to what school to send their children if a variety of alternative schools are offered. The child might be sent to a certain school because a friend is going.

b. Children want to be part of the total group and this plan would eliminate minority children not getting bused with their friends if they reside in a predominately anglo area. The converse is also true.

VI. Summary

a. We want continuity in program packages.
b. We expect high academic standards for all children.
c. We want consistent discipline patterns.
d. We want unified plans for administering discipline and setting academic standards.
e. We stress that we want a plan developed that will stay in effect as long as the court order is in effect. We don't want another change in two years.

FACSIMILE

McMEEN SCHOOL COMMUNITY ASSOCIATION

February 9, 1976

DO YOU WANT A SAY IN THE NEW DESEGREGATION PLAN?

Due to the recent decision of the Tenth Circuit Court of Appeals and the Supreme Court, there will apparently be no part time pairing of elementary schools for the school year 1976-77. This decision may have some effect on the structure of all elementary schools in the Denver Public Schools regarding the court plans for desegregation.

This letter and the enclosures are being sent to you by interested parents of McMeen Elementary School which is currently involved in part time pairing. We have also sent copies to Judge Doyle, Dr. Maurice Mitchell, CEC Chairman, Mr. Walter Oliver, Asst. Superintendent of Elementary Education, Mr. Manuel Andrade, Asst. Executive Director of Elementary Education, and Dr. Louis Kishkunas, Superintendent of Denver Public Schools.

Some concrete ideas have come out of three rap sessions we have held at McMeen (see enclosures). Now we need some positive input from you because parental input is needed to assure a new plan before summer vacation. We feel strongly that every effort should be made toward providing continuity in a stable, positive situation for all grade levels, kindergarten through grade 12.

On February 25 at 1:00 p.m. in the McMeen School lunchroom, 1000 So. Holly Street, we are holding our fourth rap session. We urge you to come and share your ideas with us. We need your support!

Nancy Mentzer, President
McMeen School Community
Association

McMeen School PTA
1000 SOUTH HOLLY STREET
DENVER, COLORADO 80222

Monday, September 23, 1974

Dr. Louis Kishkunas
Superintendent
DENVER PUBLIC SCHOOLS
414 - 14th Street
Denver, Colorado 80202

Dear Dr. Kishkunas:

We are deeply concerned about several serious problems which have developed as a result of the Smith-Fallis-McMeen School pairings.

What follows is a brief discussion of the problems which have been brought to the attention of the McMeen School Human Relations Committee and the specific questions which have arisen in connection with these problems:

1. The essence of the Court-ordered educational integration plan is classroom pairing. On the first day that the plan was implemented with student involvement, there was no effort made at either Smith, McMeen or Fallis Schools to preserve the integrity of the home school classroom as the minorities were bussed to McMeen and Fallis Schools and as the Anglos were bussed to Smith School. After the students were transported from their home school to their paired school, the students were assigned to their classrooms by random assignment. It appears to us that no effort was made at all to adhere to the very premise upon which the desegregation plan was founded, namely, classroom pairing.

(a) Will you please define generally the term "classroom pairing" for us, and in particular, the precise way in which classroom pairing is supposed to work under the Court Order at McMeen, Smith and Fallis Schools?

(b) With the students now scrambled and separated from their fellow students who initially comprised their home school classroom, we are at a loss to understand how classroom pairing will be implemented for these students during the next subsequent nine-week pairing periods. (For example, one classroom at Smith now contains students from four different classrooms at McMeen.) Will you please clarify this situation for us?

2. We have observed several classrooms at Smith with pupil population between 30-35 students, which, we understand, are far in excess of the teacher-pupil ratios approved by the Denver Public Schools. The overcrowded conditions at present, as in the past, are not conducive to the academic standards that children are expected to achieve while participating in the Court Order desegregation plan.

(a) What plans do you have to reduce the overcrowded, classroom size at Smith and when do you expect this reduction to be accomplished?

3. The ratio of majority-minority children is severely unbalanced. This results from the student population at Smith being too large to pair students proportionately with the student population at Fallis and McMeen Schools.

(a) Is the Court's goal of between 40 to 70% Anglo students being satisfied at Smith on either a general population count or on a classroom-by-classroom count?

(b) If the Court-ordered balance is not being satisfied, what plans do you have to satisfy this Court requirement?

4. We have observed in several classrooms there appears to be a disparity between the textbooks and curriculum being utilized in the classroom at the home school and the corresponding classroom at the paired school. This practice will result in serious disadvantage, possible duplication, and certain disruption to the affected students.

(a) What plans do you have to eliminate these disparities between the home school and the paired school?

5. Mr. McCartney, the music teacher at McMeen, has advised us that the Finger plan requires his presence at four

schools, McMeen, Smith, Fallis and Whiteman. Consequently, Mr. McCartney's availability for classroom instruction necessitates his squeezing 79 periods of instruction into 59 periods per week. He needs another teacher desperately so that band instruction is not decreased as a result of the Finger plan. We were informed that his request for another teacher has not been acted upon favorably to date.

> (a) Will you please advise us if another band instructor will be furnished for these four schools to assist Mr. McCartney?

6. We would like to register our strong approval for the nine-week pairing concept. We feel that the parents are more compliant, both in spirit and deed, with a nine-week pairing concept than they would be with the semester pairing concept.

All McMeen parents are very much concerned about the foregoing problems. Since we are not absolutely certain who the proper person is to answer the foregoing questions, we are directing an original of this letter both to you and to Chancellor Mitchell and copies of each letter to the below named individuals.

We look forward to your prompt and detailed response. Please direct your reply to us in care of Mrs. Susan Wallner, 960 South Hudson Street, Denver, Colorado 80222.

Yours sincerely,

THE McMEEN HUMAN RELATIONS COMMITTEE

Mrs. Susan Wallner, Co-Chairman

Mrs. Honey Goldberg
Mrs. Honey Goldberg, Co-Chairman

cc: Ms. Jeanne Kopec

Mr. Roscoe L. Davidson

Mr. Walter Oliver

Mr. Omar Blair

Mr. Bernard Valdez

Ms. Katherine Schomp

Mr. Frank Southworth

Mr. Robert L. Crider

Mr. James Perrill

Mr. Ted Hackworth

Mr. Ronald Makowski

Mr. Maceo Brodnax

Ms. Alberta Maus Jesser

Mr. Manuel Andrate

Ms. Evie Dennis

Hon. William Doyle

Denver Public Schools
McMEEN SCHOOL

September 23, 1974

As you know, a boycott of the schools is being planned for each Friday in October by CANS. We feel McMeen parents have much to be thankful for when we compare the relative tranquility which surrounded the opening of school here with the dreadful violence which accompanied the same event in Boston. We have a lot of respect for those in our city who, while opposing the busing plan, have dedicated themselves to a renewed respect for the law—and to the need for a peaceful atmosphere in the classroom. We thank our principals and teachers for striving to attain the best education and learning environment for all children.

We do not deny that tensions do exist and that there are problems to be worked out in our pairing plan, but generally, the children are doing very well and making new friends everyday. Did you know that a new science program coordinating all three schools is being planned? Can you think of a better way for social studies to be taught than in a group with cultural and ethnic differences?

We should not allow any disruption of our progress by a boycott. It will interfere with the schooling of our children now that they are adjusted to a new school. Parents, teachers, and students of McMeen have a lot going for them. Let's continue to move forward.

HUMAN RELATIONS COMMITTEE

End of Jan. 1975

Dear Mr. Oliver:

Before the Plaintiffs and Defendants go before the Court of Appeals on February 10, 1975, our Parent Group felt we should share with you some of our observations about the way pairing has affected our school community. In general, we feel things have proceeded remarkably well in the pairing between McMeen, Fallis and Smith. Many mechanical problems have been smoothed out and the group of children who have been bused the second nine weeks seem not to have had the difficulties that the first group encountered.

There are still some things that concern us, however, and we would like to submit the following comments and recommendations for your consideration as you gather data to present to the judge.

1. Please consider asking for an eighteen-week rather than a nine-week pairing in the part-time situation. There is a significant amount of teaching time lost, we feel, because of the adaptation both children and teachers must make to a new situation every nine weeks. It seems akin, in some ways, to returning to school after a vacation recess.

2. Classroom pairing is vital. If the numbers of children available for exchange is such that classroom pairing does not seem possible, then those numbers need to be adjusted. Children need the support of their peers to help them benefit from an unfamiliar situation.

3. Please consider eliminating busing on those days when school is only in session for a half-day, and the days when children have holiday programs. Due to scheduling mix-ups a group of our children returned to McMeen at 2:15 p.m. on one planning day when school had been dismissed at 12:15 p.m.

4. First grade children have additional needs that ought to be more carefully considered if they are to benefit from the part-time pairing concept. There have been many very difficult adjustments to school as a result of the added stress and feelings of insecurity of these very young children. We would suggest that first graders not be included in the plan for the entire first semester. This would give them a better chance to adjust to being at school for the entire day.

5. We feel that there should be at least twice as much planning time for teachers. Four half-day sessions may have been adequate in the past, but it is not adequate in the paired situation. There is not enough time for teachers to correlate curriculum or discuss the special needs and problems of children. There is still quite a disparity in what is being taught in some paired classrooms.

6. Communication among the schools seems inadequate. Children with problems have not always been dealt with consistently in each school. Many times the administrators have not been made aware of a potential problem. The time of social workers, psychologists and school nurses needs to be more evenly divided since the thinking that some schools could function in the past with a part-time staff of these professionals no longer holds true.

7. We feel field trips are extremely important to the total development of children and offer them a chance to interact with one another in a less-structured setting. These trips ought not to be sacrificed because of problems in scheduling buses, because of inadequate time for staff to formulate coordinated plans, and because of a need to utilize the available classroom time according to court order. For example, the fourth grade teachers at McMeen applied for admission to the Cultural Arts Center. Because the teachers at Fallis and Smith did not submit similar requests, all the children were denied the experience.

8. There should be greater effort made to measure the achievement levels of children in the Denver Public Schools than ever before. Are there differences between levels of achievement among children involved in a traditional "walk-in" situation, a full-time pairing situation and the part-time pairing concept? Children should have been pretested in September and again in June. However, similar data might still be gained by testing again the children who were tested last year before changes were made in our school situations (i.e. third graders who are now fourth graders). Perhaps small groups in each category should also be studied longitudinally (i.e. tested each year for several years).

We hope our comments will be of benefit to you and that at least some of the changes might be implemented for the next school year.

These observations have been discussed with our principal and a copy of this letter has been given to him.

Sincerely,
McMeen PTA Executive Board
Honey Goldberg, Susan aliner, Co-Presidents

February 1, 1975

Mr. Walt Oliver
Denver Public School Administration Building
900 Grant Street
Denver, Colorado

Dear Mr. Oliver:

Before the Plaintiffs and Defendents go before the Court of Appeals on February 10, 1975, we,as parents of children at McMeen Elementary school , want to share with you some of the concerns that we feel need immediate attention.

1. There is talk in the neighborhood that next year the McMeen, Fallis, Smith pairing will be on a full time basis. Please do not attempt to do this. We have kept our children at McMeen this year because we feel all children should have an equal education and have been willing to do our part through the part-time pairing. This has not been easy on our children. Increasing the pairing to a full time day would place too great a burden on our children. This we would be unwilling to accept.

2. We strongly recommend that you keep us on the nine week pairing. We feel this pairing has finally started to work and changing again would not be beneficial. The nine week plan enables children such as ours to spend their lunch hours at home at least every other nine weeks. For those children who are finding the pairing difficult to handle, the nine weeks back at their home school gives them a needed break. We realize that this year there has been a significant amount of teaching time lost because of the adaptation to a new situation every nine weeks. If change is inevitable, the only thing that would be tolerable to us would be an 18 week part-time pairing situation. Again we personally would like to see the nine weeks continue because at some point we have got to stop changing.

Sincerely,

[illegible]

Mrs. Bruce Green
5505 Vale Dr.

Mr. & Mrs. James Y. Dillon
693 S. Flaminga Ct.

Mr & Mrs [illegible]
981 So Holly

Mr & Mrs Mark [illegible]
461 S. Holly

Mr & Mrs [illegible]
1001 S. [illegible]

[illegible]

847 So. Grape Street
Denver, Colorado 80222

May 13, 1975

Honorable William E. Doyle
United States Court of Appeals
U.S. Courthouse
19th and Stout
Denver, Colorado 80202

Dear Judge Doyle:

Our Parent Group felt we should share with you some of our observations about the way pairing has affected our school community. In general, we feel things have proceeded remarkably well in the pairing between McMeen, Fallis and Smith. Many mechanical problems have been smoothed out and the group of children who have been bussed the second nine weeks seemed not to have had the difficulties that the first group encountered.

There are still some things that concern us, however, and we would like to submit the following comments and recommendations for your consideration:

1. We would like you to adopt an eighteen-week rather than a nine-week pairing in the part-time situation. There is a significant amount of teaching time lost, we feel, because of the adaptation both children and teachers must make to a new situation every nine weeks. It seems akin, in some ways, to returning to school after a vacation recess.

2. Classroom pairing is vital. If the numbers of children available for exchange is such that classroom pairing does not seem possible, then those numbers need to be adjusted to insure class by class pairing. Children need the support of their peers to help them benefit from an unfamiliar situation.

3. Please consider eliminating bussing on those days when school is only in session for a half-day, and the days when children have holiday programs. Due to scheduling mix-ups a group of our children returned to McMeen at 2:15 p.m. on one planning day when school had been dismissed at 12:15 p.m.

4. First grade children have additional needs that should be more carefully considered if they are to benefit from the pairing concept. There have been many very difficult adjustments to school

as a result of the added stress and feelings of insecurity of these very young children. We would suggest that first graders not be included in the plan for the entire first semester. This would give them a better chance to adjust to being at school for the entire day.

5. We feel there should be at least twice as much planning time for teachers. Four half-day sessions may have been adequate in the past, but it is not adequate in the paired situation. There is not enough time for teachers to correlate curriculum or discuss the special needs and problems of children. There is still quite a disparity in what is being taught in some paired classrooms.

6. Communication among the schools seems inadequate. Children with problems have not always been dealt with consistently in each school. Many times the administrators have not been made aware of a potential problem. The time of social workers, psychologists and school nurses needs to be more evenly divided since the thinking that some schools could function in the past with a part-time staff of these professionals no longer holds true.

7. We feel field trips are extremely important to the total development of children and offer them a chance to interact with one another in a less-structured setting. These trips should not be sacrificed because of problems in scheduling busses, because of inadequate time for staff to formulate coordinated plans, and because of a need to utilize the available classroom time according to court order. For example, the fourth grade teachers at McMeen applied for admission to the Cultural Arts Center. Because the teachers at Fallis and Smith did not submit similar requests, all the children were denied the experience.

8. There should be greater effort made to measure the achievement levels of children in the Denver Public Schools than ever before. Are there differences between levels of achievement among children involved in a traditional "walk-in" situation, a full-time pairing situation and the part-time pairing concept? Children should have been pretested in September and again in June. However, similar data might still be gained by testing again the children who were tested last year before changes were made in our school situations (i.e. third graders who are now fourth graders.) Perhaps small groups in each category should also be studied longitudinally (i.e. tested each year for several years.)

We hope our comments will be of benefit to you and that at least some of the changes might be implemented for the next school year.

These observations have been discussed with our principal and a copy of this letter has been given to him.

Sincerely,

McMeen School Community Association

Honey Goldberg
Susan Wallner
Co-Presidents

August 21, 1975

Hon. William Doyle, Judge
U. S. Court of Appeals
10th Circuit, Room 543
U. S. Court House
1929 Stout Street
Denver, Colorado

Dear Sir:

The recent decision of the Tenth Circuit Court of Appeals on half-day busing has caused concern in our McMeen School Community. We are paired with two other elementary schools - Smith and Fallis.

The school year of 1974-75 was one of change, turmoil and worry. That year is over, and the children, parents and teachers have been looking forward to the new school year in which everyone is settled and secure.

Suddenly, in lieu of the Court's decision, we may be faced with another year of uncertainty. To avoid this, we request that the "reasonable time" for any more changes in busing should be September 1976 instead of the second semester of this school year. This would provide adequate time for the Court and School District to devise a plan which would be educationally beneficial to all of the half-day paired children.

We have taken the following points into consideration in recommending September 1976 as a "reasonable time" for further busing adjustments:

> First, any change before September 1976 would require many children to adjust to new classrooms and teachers midway through this school year. Due to shifts in student population immediately before the opening of school last fall, it was necessary for the children to be moved to several different groups, teachers and even different schools after the year began. The children in Smith, McMeen and Fallis indeed had a disruptive last year. They all need and deserve as stable a year as possible without further alterations or complications.
>
> Second, one of the goals of integration is to improve education for all children. In the three schools we are concerned with there are different systems for teaching reading. It would be educationally unsound to interrupt the students' progress in their reading systems at midyear. All continuity in this important subject would be lost. A year would give the schools time to coordinate reading systems to meet the needs of all children.
>
> Third, our three school communities worked hard to make last year run as smoothly as possible in spite of the obstacles we encountered. The McMeen Community is looking forward to this year with enthusiasm. However, if midyear changes are anticipated, we can foresee yet another year of interrupted education and dissatisfied children, parents and teachers..

1094

We ask the Court to decide in favor of our proposal so that all of those involved can be emotionally and educationally prepared for changes that will be deemed necessary.

Sincerely,

Nancy C. Mentzer
President, McMeen School
Community Association

Barbara A. Rainwater
Chairman, McMeen Human
Relations Committee

Copies to: Messrs. Walt Oliver
Bernard Valdez
Maurice Mitchell
Ron Makowski

COMMUNITY EDUCATION COUNCIL
2301 South Gaylord Street
Denver, Colorado 80210
753-2889

REVISED...
Jan. 26, 1975

December 18, 1975

MONTBELLO - PAST, PRESENT AND FUTURE

I. Montbello - Its Beginnings

Montbello was born in August, 1965 when the City and County of Denver annexed 2900-+ acres of undeveloped Adams County land. Located east of the Rocky Mountain Arsenal and north of I-70, it was ten miles from downtown Denver.

The Miller family (Miller Enterprises), owners of the land, released the land under a prearranged agreement with three joint-venture partners. Each partner had a specific development responsibility: Perl-Mack, the residential area; Bennett and Kahnweiler, the industrial park; and KLC Ventures (now UDIC), the commercial, office and hotel-convention space. The Miller family, Perl-Mack Companies and UDIC shared in profits from all aspects of the development, while Bennett and Kahnweiler shared only the industrial park profits.

Plans announced for the area included a large industrial park, a major shopping center, office buildings, a hotel-convention complex and a residential area. Eight parks, seven elementary schools and a junior-senior high school were also to be developed. Developers estimated an eventual population of 60,000 and a population of 40,000 by the mid-seventies. Montbello was envisioned as a multi-racial community. An Empire article in the Denver Post (4/20/75) quoted a citizen: "Montbello is the only community I know that openly invited people to move in. It is difficult to realize what this meant to Black people. People know it was multi-racial. It was not flight for Anglos."

II. Montbello - Its Progress, 1965-1975

The following table presents information on Montbello's progress in realizing the dream of a multi-racial, multi-economic, self-sufficient community with single and multi-family housing, employment, shopping, educational, cultural and recreational facilities available within the development.

Progress Report on Montbello, 1965-75

Development Category	1965 (Project.)	1970	1975
1. Industrial Park	510 acres 15 yrs. to develop 10,000 sq. ft. 10,000 employees	155 acres 50 companies 4,000 employees	Acres incr.to 580;100 vacant 6,000 sq. ft. 7-8,000 employees 120 companies 55,000 sq. ft.
2. Commercial	3 department stores 80 other shops	Safeway Other shops?	Safeway 10 shops
3. Office buildings	3	1	6
4. Hotel complex	1	-	1
5. Housing: single fam.	7,000	1,600	3,700
multi-fam.	5,000	384	1,600
6. Parks	8 (approx. 200 A.)	-	4 (40.6 A.)
7. Schools	7 elementary 1 junior-senior	2 elementary (temp.)	2 elementary + 2 temp.
8. Library	1	-	1
9. Post Office	1	-	1
10. Fire Station	1	1	1
11. Recreation Center	1	-	1
12. Churches	9	1	3 + 1 under constr.
13. Property tax figures	$7.5 M	$1.017 M	$5.2 M
14. Population and	40,000 - 60,000	4,976 *	19,000 - 20,000
Racial Distribution			
Anglo		4,511	45.6% **
Black		314	25.4%
Spanish surname		504	18.1%
Other		151	10.9%
15. Welfare Cases	-	9	260
16. Median Family Income	-	$10,866	
17. Housing prices -new	$15,000 - 24,000	$15,350 -	$24,200-42,500
-resale			22,000-50,000

* 1970 Census figures

** Apr. '74, surveyed by MCC

III. Montbello - A Closer Look at the School History and Present Situation

When Montbello plans were announced, eight schools were included, even though the Denver Board of Education had not been consulted prior to annexation of the area. It was apparent early that there were concerns regarding schools, as this quote from the Rocky Mountain News (3/26/67) indicated: "Our chief concern is schools. When we agreed last August to buy this house, we were told school facilities would be ready for our children beginning with this coming September. It was one of the main reasons we selected this location. Now we're being told construction can't begin until next January at the earliest, and that is doubtful."

A temporary facility for 290 elementary school pupils was opened in an apartment building in September, 1967 (Montbello School). This was later expanded to a capacity of 340 students and is still in use. A second temporary facility (Montbello-Oakland), a warehouse in the industrial park adapted to elementary school use, was opened in September, 1974 with a capacity of 600 and is still in use. The first permanent elementary school (Ford), with a capacity of 855 pupils opened in September, 1973 in the northwest section of Montbello. A second permanent elementary school (Amesse), with a capacity of 855 pupils, also opened in September, 1973 in the northeast section of developed Montbello. Land has been purchased for a third permanent elementary school in the southern section of developed Montbello, and is scheduled for completion by September, 1977. Hopefully, it will replace at least one of the temporary schools.

Efforts in the early seventies to obtain a junior-senior high school were stymied by lack of junior-senior high school age pupils and by city-developer disagreement over site and street development of the acreage designated for a park and the junior-senior high school. There are indications that this problem may soon be resolved in a way that will encourage city-school cooperation in the development and use of this site.

During the early seventies, Montbello citizens appeared frequently before the Board of Education to seek schools for their community. On December 10, 1971 the Denver Post reported remarks of the chairman and vice-chairman of the Montbello Citizens' Committee (MCC) as follows:

> Mr. Bain: It was our failure to realize that the School Board just either was not willing or wasn't able to see that schools developed as the community developed.

Rev. Keller charged that Perl-Mack offered to build a school facility and lease it to the School Board, but the Board made no effort to see if this could be done legally.

The article anticipated no junior-senior high school before 1980. Citizens eventually became discouraged and have not recently appeared before the School Board to request action on a junior-senior high school.

During the late sixties and early seventies Montbello students were bused to many different schools outside their immediate community. Beginning Sept. '69 Montbello elementary school students attended Stedman and Hallett, as well as the Apartment School. In September, 1970 additional pupils were assigned by geographical area to Barrett, Montclair, Park Hill, Philips and Whiteman. In September, 1971 geographical boundaries for assignment of additional pupils were changed to one of the following schools: Beach Court; Emerson; Hallett; Montclair; Park Hill; Philips; Whiteman.

Some of these pupils attended several of the above schools as their numbers increased rapidly, and moves to different schools became necessary. (See "Hypothetical Cases," Appendix) It was not until September, 1974 that all elementary students attended schools in Montbello.

Junior high school students were initially bused to Lake and all were later transferred to Smiley. In 1970 some junior high school pupils were assigned to Hill. At present they attend either Smiley or Hamilton Junior High Schools. Senior high school students were first bused to East, and eventually some were transferred to Thomas Jefferson. All now attend Thomas Jefferson High.

Some tables describing the current school enrollment follow:

1. Individual elementary school enrollment (9/75) by grade and racial group of pupils

	Grade							
Racial Group	K	1	2	3	4	5	6	Total
Amesse School								
Anglo	69	77	74	61	67	56	56	460
Black	15	17	23	29	20	34	36	174
Hispano	22	30	34	29	26	30	22	193
Asian	3	3	4	1	1	2	5	19
Indian	0	0	1	2	0	0	1	4
Total	109	127	136	122	114	122	120	850

Racial Group	K	1	2	3	4	5	6	Total
Ford School								
Anglo	82	72	39	41	35	35	28	332
Black	26	26	24	31	29	35	36	207
Hispano	24	26	35	20	18	27	13	163
Asian	1	0	1	2	0	0	0	4
Indian								0
Total	133	124	99	94	82	97	77	706
Montbello I								
Anglo	100	14	10	15	5	8	11	163
Black	32	20	14	19	20	24	26	155
Hispano	21	2	0	0	1	0	3	27
Asian	0	1	0	1	0	0	1	3
Indian								0
Total	153	37	24	35	26	32	41	348
Montbello-Oakland								
Anglo		56	43	45	44	32	22	242
Black		20	40	38	27	35	60	220
Hispano		27	16	16	13	17	10	99
Asian		4	1	0	3	1	1	10
Indian		0	0	0	1	0	1	2
Total		107	100	99	88	85	94	573

(See also Appendix Table 1.)

2. Total elementary school enrollment (9/75) by grade and racial group of pupils

	Grade							
Racial Group	K	1	2	3	4	5	6	Total
Anglo	251	219	166	162	151	131	117	1197
Black	73	119	104	124	113	125	120	778
Hispano	67	85	85	65	58	74	48	482
Asian	4	8	6	4	4	3	7	36
Indian	0	0	1	2	1	0	2	6
Total	395	431	362	357	327	333	294	2499

3. Montbello junior and senior high school enrollment (9/75) by school and racial group of pupils

Racial Group	School				
	Smiley	Hamilton	Sub-Total	Thos. Jefferson	Total
Anglo	198	51	249	184	433
Minority	396	111	507	341	748
Total	594	162	756	525	1281

(See also Table 2, Appendix.)

IV. Montbello - Interrelationships of Housing, Schools, Racial Balance

Montbello citizens have been and continue to be concerned about deficits in school facilities and the effect of such deficits on the stability of their community. A soon-to-be-released study, just completed by UDIC, surveyed the Montbello community during the summer of 1975. Two hundred and forty homeowners returned questionnaires. Some responses to questions significant to this study follow:

	Length of Residence: Less than 1 yr.	1-3 yrs.	3-5 yrs.	5-7 yrs.	Over 7 yrs.	Tot.
1. Is your opinion of the developers the same as when you bought?						
Yes	50%	71%	49%	60%	31%	55%
No	18%	24%	39%	40%	62%	34%
2. If not, how has it changed?						
Promises not kept on schools and shopping	-	29%	52%	58%	80%	49%
3. Are you seriously considering moving in the near future?						
Yes	25%	45%	56%	52%	44%	48%
No	75%	53%	44%	48%	56%	51%
4. If yes, why?						
No Jr./Sr. High school	-	52%	70%	74%	57%	62%
Don't want children bused	-	47%	42%	52%	57%	46%
Inadequate shopping	25%	5%	3%	3%	29%	13%
5. What do you like most about living in Montbello?						
House live in	56%	57%	51%	52%	62%	55%
Close to job	44%	24%	25%	35%	56%	30%

These answers indicate that dissatisfaction with the junior-senior high school situation is a major reason for unhappiness with the developers (and others?), and is sufficient cause to seriously consider moving even though residents seem happy with their homes and location.

Citizens active in the community feel the lack of a junior-senior high school has caused "flight," particularly by Anglos, and a study of the tables on pages 4 and 5 would tend to support this supposition. They do feel some junior-senior high school age students attend the Aurora high schools on a tuition or illegal basis.

Housing prices and "steering prices" of realtors are early warning signals that people need to be concerned about helping Montbello, while expansion of home building by the residential developer is an encouraging sign of continued faith in Montbello's dream.

Housing prices are somewhat lower in Montbello in comparison with other areas of the city. When homes were first constructed in 1966, prices ranged from $15,000 - 24,000. By 1968 top-line new homes were selling for $27,000. In 1970 a lower priced home starting at $15,350 was introduced. Homes presently being built in Montbello range in cost from $24,000 - 42,000. Resale prices of homes range from $22,000 - 50,000. Similar homes elsewhere would sell for several thousand dollars more. During the late sixties and early seventies, 1500 homes were built which were eligible for sale under the "235" program (a federal homeownership subsidy plan for low-moderate income families). 26% (390 homes) were actually purchased under the "235" plan. While these smaller homes helped Montbello develop as a multi-economic level as well as a multi-racial area, they were grouped together rather than being dispersed throughout the development, and this has resulted in some economic class impaction at Amesse School.

Citizens have also been concerned about "steering practices" of some realtors. They have felt that unscrupulous salespersons were encouraging racial minority persons to look at Montbello housing, while discouraging Anglos from investigating housing possibilities there. Some realtors have also used "blockbusting techniques" to try to frighten residents into selling their homes. The Denver Post (6/27/73) reported that Montbello citizens were going to conduct a "steering" probe, but this effort aborted.

*

Another factor to be considered is the increased rate of home building by Perl-Mack after a slow down in 1973-75. Seventy-five homes are under construction in a new filing which will contain 356 homes when completed, hopefully by the end of 1976. (Not all 356 home sites have gas taps, and failure to obtain these could extend completion time beyond the end of 1976.) One can assume that these new homes will increase the school age population significantly.

Although the present junior-senior high school enrollment is just under 1300, there are now 2500 students in Grades K-6, plus anticipated students from homes under construction. One can project a school population adequate to justify a junior-senior high school upon its completion. The present junior-senior high school population is predominately minority, but the elementary school population is actually tri-racial with an encouraging balance among the Anglo (48%), Black (31%), and Hispano (19%) races. This trend becomes even more pronounced in Grades K-2 (See Table 2, page 5).

V. What is the significance of the information about Montbello for the Court and DPS?

A. Smiley Junior High School and Montbello students

Smiley, with a September, 1975 enrollment of 1387 remains somewhat crowded for maintaining an optimal educational environment. In addition, its racial balance is 38.8% Anglo, 47.8% Black, 11.3% Hispano and 1.6% Other, which is relatively unchanged from 1974 (39.3% Anglo, 48.6% Black, 10.4% Hispano and 1.1% Other). The transfer of 169 students (67% minority) from Smiley to Cove in September did not measurably affect Smiley. (In 1974 Montbello sent 198 Anglo and 302 minority students to Smiley.)

Should some Montbello students be transferred to another junior high school? Moving 200-250 Montbello students could achieve a more optimal school size, and somewhat reduce the percentage of minority students at the school. (If all Montbello students eventually attend a school in Montbello, the ethnic balance at Smiley would be at least 45% Anglo.) However, Montbello students presently attending Smiley have undergone at least one elementary school change, and some as many as four during their school career with DPS. Some people feel that another move might adversely affect their personal and academic growth.

B. Additional schools for Montbello - Junior/Senior High School; more Elementary Schools

Racial stability is essential if the school district is to build a junior-senior high school which will meet the criteria of the Court. Yet racial stability may well depend on the existence of a junior-senior high school (and additional elementary schools as needed) in the community. Montbello is the only new housing area within Denver to have consciously encouraged multi-racial housing---a method of desegregating our schools supposedly deemed most desirable by Denver citizens. Can and should the Board of Education and the Court support Montbello in this positive integration action by approving and constructing additional schools for Montbello, particularly a junior-senior high school?

APPENDIX
(Information obtained from Denver Public Schools)

Table 1 - Ethnicity of Montbello Area Membership - 1967 - 1975

School		Not Anglo/Reported		Black		Spanish Surname		Asian		American Indian	
		No.	%	No.	%	No.	%	No.	%	No.	%
Montbello	(1967)	144	85.2%	3	1.8%	10	5.9%	9	5.3%	3	1.8%
	(1968)	242	86.4	13	4.6	15	5.4	9	3.2	1	0.4
	(1969)	410	83.0	36	7.2	30	6.0	17	3.4	2	0.4
	(1970)	427	76.8	34	6.1	71	12.8	19	3.4	5	0.9
	(1971)	392	69.4	77	13.6	78	13.8	13	2.3	5	0.9
	(1972)	350	68.8	85	16.7	58	11.4	16	3.1	0	0.0
	(1973)	54	64.3	22	26.2	6	7.1	2	2.4	0	0.0
	(1974)	169	48.6	121	34.9	44	12.7	12	3.5	1	0.3
	(1975)	165	47.3	153	44.0	27	7.8	3	0.9	0	0.0
Amesse	(1973)	355	44.4%	299	37.4%	132	16.5%	13	1.6%	1	0.1%
	(1974)	489	56.5	157	18.1	197	22.7	19	2.2	4	0.5
	(1975)	479	56.4	165	19.4	184	21.6	18	2.1	4	0.5
Ford	(1973)	330	45.4%	178	24.5%	215	29.6%	4	0.5%	0	0.0%
	(1974)	399	48.4	210	25.4	211	25.5	5	0.6	1	0.1
	(1975)	340	46.5	219	30.0	168	23.0	4	0.5	0	0.0
Montbello-Oakland	(1974)	91	36.6%	142	57.0%	10	4.0%	6	2.4%	0	0.0%
	(1975)	279	48.8	196	34.2	86	15.0	10	1.7	2	0.3

Table 2 - Ethnicity of Senior High Students in Montbello Area, December 10, 1975

Grade	Anglo		Black		Spanish Surnamed		Asian		American Indian		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
10	64	29.8%	117	54.4%	30	14.0%	4	1.8%	0	0.0%	215	100.0%
11	72	37.9	100	52.6	16	8.4	2	1.1	0	0.0	190	100.0
12	42	33.9	70	56.5	10	8.0	2	1.6	0	0.0	124	100.0
Total	178	33.6%	287	54.3%	56	10.6%	8	1.5%	0	0.0%	529	100.0%

HYPOTHETICAL CASES

Three hypothetical cases are presented below which could be used to illustrate the number of different schools a youngster could possibly have attended if he has lived in the Montbello area since 1966 or 1967.

Present Senior

12th Grade (75-76) Thomas Jefferson
11th Grade (74-75) Thomas Jefferson
10th Grade (73-74) East
9th Grade (72-73) Hill
8th Grade (71-72) Hill
7th Grade (70-71) Smiley
6th Grade (69-70) Hallett or Stedman
5th Grade (68-69) Apartment School
4th Grade (67-68) Apartment School
3rd Grade (Lived in area other than Montbello)

Present Sophomore

10th Grade (75-76) Thomas Jefferson
9th Grade (74-75) Hamilton
8th Grade (73-74) Hill
7th Grade (72-73) Hill
6th Grade (71-72) Emerson (or others)
5th Grade (70-71) Barrett (or others)
4th Grade (69-70) Hallett or Stedman
3rd Grade (68-69) Apartment School
2nd Grade (67-68) Apartment School
1st Grade (second semester 66-67) Cottage School

Present Ninth Grader

9th Grade (75-76) Hamilton
8th Grade (74-75) Hamilton
7th Grade (73-74) Hill
6th Grade (72-73) Emerson (or others)
5th Grade (71-72) Emerson (or others)
4th Grade (70-71) Barrett (or others)
3rd Grade (69-70) Hallett or Stedman
2nd Grade (68-69) Apartment School
1st Grade (67-68) Cottage School
Kindergarten (66-67) Cottage School and possibly Palmer

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Sources of Information:

1. Denver Assessor's Office
2. Denver City Attorney's Office
3. Denver Parks and Recreation
4. Denver Planning Office
5. Denver Welfare Department
6. Denver Public Schools
7. Denver Post
8. Rocky Mountain News
9. Bennett and Kahnweiler
10. Montbello Commercial Ventures (UDIC)
11. Perl-Mack Companies
12. Perry-Butler Realtors
13. Montbello Citizens' Committee
14. Montbello residents

COMMUNITY EDUCATION COUNCIL
2301 South Gaylord St.
Denver, Colorado 80210
743-2889

December 18, 1975

COMMENTS RELATIVE TO THE ADJUSTMENT OF THE ATTENDANCE ZONES OF SMILEY, MOREY, GOVE, COLE AND HILL JUNIOR HIGH SCHOOLS, AND THE PROJECTED EFFECTS THEREOF UPON THE OPENING OF THE NEW GOVE.

The new Gove Junior High school will open on February 2, 1976, at the beginning of the second semester.

The Final Judgement and Decree of the Federal District Court dated April 17, 1974 provides for adjustment of the Smiley attendance area at the time of the opening of the new Gove.

The Junior High Monitoring Committee of CEC has given added attention to the schools listed in order to present current information to the Court for consideration of changes to be made at the time of the opening of the new Gove. The findings are as follows:

1. The ethnic balance as well as the school capacity of Morey, Cole and Hill Junior High schools seem satisfactory as reported in September, 1975.
2. Smiley has lost Anglo student population, and now has an Anglo population of 38.8% as compared with 39.3% in February, 1975.
3. Gove has an Anglo population of 61.9% as compared with 75.3% in February, 1975, before the transfer of 168 Smiley students to relieve overcrowding at Smiley.

A survey of the Smiley attendance area and the reasons for continued change in ethnic balance and the influx of additional students each year has led the CEC to a study of Montbello. Attached is an in-depth study of Montbello, compiled by Mrs. Nancy Emerson, volunteer monitor for the CEC, assigned to Smiley Junior High School.

Although this study was originally intended to establish population trends and growth in Montbello, some other important information with implications for broader change was also produced, and this should be known by the Court.

An intensive effort to acquire land and to obtain the approval of the Denver Board of Education for building a Junior-Senior High school in Montbello is under way. Preliminary conferences are in progress, and the Board of Education seems to be in favor of such a building project if problems can be resolved. The time table would appear to be two years.

If this planning proceeds as projected at the present time, changes in Smiley attendance areas would be temporary and require further adjustment in two to three years. Other schools such as Hamilton and Thomas Jefferson would be affected as well.

Compiled by:
Mrs. Martha F. Radetsky,
Vice-Chairperson,
Monitoring Committee

THE COMMUNITY EDUCATION COUNCIL

2301 South Gaylord Street   Denver, Colorado
753-2889   80210

February 13, 1976

COUNCIL OBSERVATIONS AND SUGGESTIONS WHICH RELATE TO REVISING THE DESEGREGATION DECREE

The Community Education Council gratefully acknowledges the concern of the Court for the welfare of the citizens of Denver. Our members understand that the plan adopted to desegregate the schools of our city was developed in an effort to minimize busing while complying with the constitutional requirements for a plan. The plan, as adopted in 1974, was clearly designed to minimize transportation both in number of students bused and distances traveled. Approximately one-third of the schools were rezoned so that busing was not necessary, and another large group of schools was reorganized with short bus rides; a few schools were equalized through long bus rides. Finally, the plan to pair schools in order to maintain a sense of neighborhood identity, and the plan to leave the bilingual/bicultural program intact, were clear and obvious efforts to respond to the desires of the community for as little interference as possible.

Another aspect of the plan is commendable: it was designed to equalize the burden of busing so that the same students were not required to leave their home neighborhoods during the entire 12 years of schooling. Children who were to be bused in elementary school were to stay in their neighborhoods for later schooling.

We continue to support the spirit of the plan to minimize and equalize the busing burden, as mandated in 1974. We believe that the parties to this matter should build on the plan that has already been in effect; that there should be as much continuity provided for students as possible. We offer the following suggestions for consideration in the formulation of a final design. Our suggestions are, of necessity, only guidelines. Since we have not yet been able to work with the Denver Public Schools Desegregation Task Force, it has not been possible for us to give consideration to specifics. Had we had

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The CEC is a monitoring group appointed by Judge W. E. Doyle of the 10th District Federal Court under items 13 and 14 of his Final Judgment and Decree, Civil Action No. C-1499, dated April 8, 1974.

more access to their personnel and data, we would have worked diligently to produce more specific solutions.

The suggestions made here reflect our support of our nation's Constitution and the Court; our concern for all citizens of Denver, most especially the children. They are drawn from observations made by school monitors over the past 18 months, during which time the order has been in effect and our committee has been monitoring its implementation.

ELEMENTARY MONITORING COMMITTEE SUGGESTIONS

Because the elementary schools have been handled by the Court using four methods, we list our concerns and recommendations accordingly:

1. Rezoned

A. Each school should be considered individually; the size of the school and the makeup of the community are important considerations. The size is important because so many rezoned schools have a small total enrollment. Therefore, when you lose one family it changes the ethnic percentage disproportionately. Fluctuations in racial distribution are not necessarily trends. These are constant enrollment fluctuations. We urge that changes not be made until determination can be made as to whether changes in ethnic balances are temporary fluctuations or more permanent trends.

B. Listed below are the rezoned schools needing attention:

(Anglo Percentages)

Colfax	31.7%	Brown	37.3%
Valdez	33.9%	Valverde	38.5%
Westwood	35.3%	Monroe	39.9%
Colwell	36.7%		

Particular attention should be given Valdez and Edison boundaries.

2. Short-Distance Satellite Schools

A. There are three schools that need attention:

1. Wyman - This school is over-enrolled and the principal has sent a recommendation for consideration in to the District.

2. Parents of the Stevens School community are concerned because of the under-enrollment. Factors of unrest contributing to instability of the neighborhood are as follows: (Present enrollment of Stevens: 237)

   a. No kindergarten this year. (Children are being bused to Ellsworth.);
   b. Empty classrooms;
   c. Families have left to attend parochial school;
   d. Constant worry of closure;
   e. Two classes of EMH children (93% Black) are considered to be in "segregated" condition in school;
   f. The new Bromwell School being built in the neighborhood with capacity for approximately 450 children; at present 250 are enrolled in Bromwell.

3. It should be noted that McKinley School's ethnicity is 81% Anglo. It is an old facility and replacement or refurbishing of the facility is under consideration by the District at this time.

3. Long-Distance Satellite Schools

Schools in this category which do not meet the Court's ethnicity requirements are listed below; it is suggested that they might be used in the process of adjusting the overbalance of minority schools:

(Anglo Percentages)

Samuels	85.7%	Slavens	78.9%	Bradley	73.2%
Holm	80.2%	Pitts	77.8%		

4. Pairing

A. On the basis of monitor reports, we recommend that the schools presently paired should begin full-time pairing where possible.

B. We also recommend Traditional Pairing: { K-3 at one school
K-4-6 at another

1. Many parents feel more secure in knowing that their children, in the traditional pairing situation, would spend half their elementary school years in the neighborhood;

2. Parents feel it would be much less disruptive to pair with the same school;

3. Traditional pairing would provide a means and a greater opportunity for individualizing instruction and specialization;

4. Principals and teachers have begun a relationship and coordination effort which has never before existed; this is rewarding to them as well as to the students.

C. Special Paired Situations

1. Harrington/Wyatt/Ellis: This is a pairing that requires a different pairing situation than they have had in the past. (Perhaps Wyatt could be removed from this paired situation.)

2. Gilpin and Johnson Schools: These schools are not well balanced.

3. Centennial (formerly Alcott and Berkeley Schools)/ Remington/Smedley: Centennial meets the Court's ethnicity requirements before the pairing . Remington and Smedley have high minority enrollments.

4. Children from Lowry are bused to Knight, so the school has both a satellite and is paired with Barrett; this results in the children from the satellite being bused three times.

D. If other methods of full-time pairing are considered, the CEC urges that the present formula used for classroom pairing be dropped.

5. Bilingual-Bicultural Schools

   A. Items for consideration:

      1. These bilingual-bicultural schools receive Title I funded programs that other schools do not receive;

      2. Swansea remains overcrowded by about 100 students;

      3. Garden Place is at about half of capacity;

      4. Both the state-funded bilingual-bicultural program (HB-1295) and the ESAA-funded program are to be implemented at the primary level (K-3); therefore, the present bilingual-bicultural schools should be allowed to become primary schools (K-3), and be paired with other schools which would have grades K-4-5-6. Several school administrators support this idea.

      5. If students from bilingual-bicultural schools are to be transported out of their present schools, in a non-paired situation, they should not be spread over too many schools. HB-1295 states that in order to qualify for bilingual-bicultural funding, there must be 50 or more students (or 10%) of each school having linguistically different skills. Therefore, students broadly scattered will not only be removed from the program at the home school, but will possibly be at a new school which is ineligible for the program, if there is an inadequate number of students with linguistically different skills at that school.

SPECIFIC CONCERNS

Special Education

The elementary school monitors report unevenness in the disbution of Special Education classes. It is apparent that these classes were put into buildings which had extra space. This unevenness distorts the ethnic balances in schools and creates difficulty in pairing. Special Ed students who are bused out of their neighborhood to Special Ed classes in another school are segregated from their neighborhood and segregated again from other students in their newly-assigned school.

Montbello

It is to be noted that if the new elementary school (McGlone) is built, the projected population shows it as opening with a full enrollment, and therefore Oakland Warehouse facilities will still be needed.

School Site #146 (Southmoor Elementary)

This school is to be completed this next year, and should, therefore, be included in plans. Because it is on the periphery of the city, it would seem advisable to pair, and also because it is projected to have a high Anglo enrollment.

GENERAL CONCERNS

The Elementary Committee would urge that there be as little change as possible.

How will this new plan affect children currently receiving benefit from Title I funded programs?

Why are some schools overcrowded and others at capacity, when it is not necessary for the elementary schools to be over 75% capacity?

We would also urge that whenever an elementary school community becomes naturally integrated, consideration be given to dropping the busing and treating the school in the same manner as the rezoned schools are now being handled.

*

JUNIOR HIGH MONITORING COMMITTEE SUGGESTIONS

I. Philosophical Guidelines

A. There should be continuing concern for the entire school district in any decision-making or planning, either in setting attendance boundaries or distributing Anglo population, so that there will be a good ethnic balance city-wide.

B. Within the requirements of the constitutional principles involved, and taking into account the desire of the community to have stability in the system, changes should be made as infrequently as is necessary in order to realize valid educational objectives and retain constitutional requirements.

1. Allow the Anglo percentage in any school to fluctuate 10% above or below whatever the city-wide junior high current Anglo population may be, with adjustment no oftener than every three years;

2. Allow 7th graders to continue through 9th grade in the same school whenever possible to maintain stability;

3. Use natural neighborhood ethnic groupings to make up school enrollments as previously done.

II. Attendance Area Concerns and Suggestions

A. Gove and Smiley Junior High Schools

1. Present ethnic composition of student populations:

	Black	Hispano	Anglo
Smiley	47.8%	11.3%	38.8%
Gove	31.3%	6.1%	61.9%

-Students reasssigned to Gove from Smiley, Sept., 1975:

	Black	Hispano	Anglo
	68.0%	6.0%	26.0%

(Total number - 169)

-Portions of a naturally desegregated area (Park Hill) have been assigned to Gove from Smiley to relieve the overcrowding at Smiley,
-Overcrowding at Smiley continues, due to the growth of Montbello,
-Montbello students bused to Smiley:
Minority - 396 (66.9%) Anglo - 198 (33.1%).

2. Impact of Montbello growth on Smiley:
-Montbello population becoming more minority each year;
-Relief for Smiley cannot be provided until a Junior High school (or Junior/Senior High school) is built in the Montbello area;
-A secondary school could assist in stabilizing the ethnic composition of Montbello;
-Montbello students should have a stabilized situation (See Montbello Report, revised January 26, 1975, attached).

3. Recommendations:

-Yearly review of Montbello student population bused into Smiley until a new Junior High School is approved and ready for occupancy. Bus the entering 7th grade students to Hamilton or Gove (or possibly Place) in the interim.

B. Review attendance areas for the following Junior High Schools and make some adjustment in Anglo and Hispanic ethnic balances in the first five schools, and in Anglo balance at Place, which is also underenrolled.

School	Black	Hispano	Anglo
Lake	2.3%	56.9%	39.3%
Rishel	4.2%	51.3%	42.9%
Kepner	2.6%	53.8%	42.5%
Kunsmiller	20.5%	19.9%	57.7%
Henry	5.7%	34.5%	58.4%
Place	25.9%	3.3%	68.0%

C. Adjust attendance area for Kepner Junior High School to relieve overcrowding.

D. Regarding the two-mile busing limit for junior high school students, we would suggest there be some leniency, especially in schools where programs have been specifically designed to meet students' needs and keep them in school.

HYPOTHETICAL CASES

(Information obtained from Denver Public Schools)

Present Senior

12th Grade (75-76) Thomas Jefferson
11th Grade (74-75) Thomas Jefferson
10th Grade (73-74) East
9th Grade (72-73) Hill
8th Grade (71-72) Hill
7th Grade (70-71) Smiley
6th Grade (69-70) Hallett or Stedman
5th Grade (68-69) Apartment School
4th Grade (67-68) Apartment School
3rd Grade (Lived in area other than Montbello)

Present Sophomore

10th Grade (75-76) Thomas Jefferson
9th Grade (74-75) Hamilton
8th Grade (73-74) Hill
7th Grade (72-73) Hill
6th Grade (71-72) Emerson (or others)
5th Grade (70-71) Barrett (or others)
4th Grade (69-70) Hallett or Stedman
3rd Grade (68-69) Apartment School
2nd Grade (67-68) Apartment School
1st Grade (second semester 66-67) Cottage School

Present Ninth Grader

9th Grade (75-76) Hamilton
8th Grade (74-75) Hamilton
7th Grade (73-74) Hill
6th Grade (72-73) Emerson (or others)
5th Grade (71-72) Emerson (or others)
4th Grade (70-71) Barrett (or others)
3rd Grade (69-70) Hallett or Stedman
2nd Grade (68-69) Apartment School
1st Grade (67-68) Cottage School
Kindergarten (66-67) Cottage School and possibly Palmer

SENIOR HIGH MONITORING COMMITTEE SUGGESTIONS

1. Seven high schools appear to be operating well within the ethnic limits of the Decree, and this committee would advise against any unnecessary movement of students, such as through boundary changes, etc.

2. North and West High Schools are becoming increasingly Hispano, and this trend will become more acute each year because of housing patterns.

   -For West, the committee would recommend a possible satellite area from which to bus in students, such as from Abraham Lincoln High School, which is over 75% Anglo. West is 61% Hispano, 34% Anglo.

   -The principal of North High has already made a boundary adjustment recommendation to the school administration, which would lower the Hispano percentage. North is 53.2% Anglo, 42.9% Hispano.

3. Regarding the three-mile busing limit for high school students, we would suggest there be some leniency afforded hardship cases.

4. Manual High School:

   -Presently there are 30 students included in VOE (Volunteer Open Enrollment) at Manual High School. We believe that the continuation of VOE at Manual should be considered for the following reasons:

   a. The Court's Decree requires that the Manual Anglo percentage be 56%. It is presently at 54%; however, continued Anglo involvement depends on many factors which are not stable as yet. For instance:

      (1) The East/Manual Complex was an incentive for Anglo students to attend Manual. (Approximately 380 classes are being taken by Manual students at East this semester, an increase from 254 classes during the Fall semester.) The interest in the Complex is not as high at East, as evidenced by the fact that approximately 180 classes are being taken by East students at Manual. The status of the Complex is not known at this time.

(2) It is widely known that many affluent Denver families who would have other options, such as private schools, are sending their children to Manual due in large part to the influence and personality of the principal, Mr. Jim Ward. Mr. Ward is now eligible for early retirement, and it remains to be seen whether this racial balance can be maintained after his retirement. With these unstable conditions in mind, we feel that continuation of VOE would provide at least a small number of Anglo students to augment the number of Anglos already assigned there. The first priority should be to avoid any further boundary changes; even a small number of VOE students has an impact on the Anglo percentage in this small school of 1305 students. The VOE students presently come from:

George Washington	17	Thomas Jefferson	6
South	4	West	2
J. F. Kennedy	1		

This does not cause a significant drop in the Anglo percentage in the schools from which they come.

*

SUGGESTIONS RELATING TO MORE THAN ONE LEVEL OF SCHOOL MONITORING

I. Voluntary Open Enrollment

We support the idea that those students who are presently involved in VOE should be allowed to finish at the school where they are presently enrolled. In other words, those 30 students now at Manual, and 19 students at Montclair, plus those five volunteered out of Montclair to one of the five surrounding schools, should all be free to complete their schooling level at the school they presently attend.

It is suggested that the Court could undertake a review of the entire VOE program, taking into consideration the costs involved in relation to benefits received, and in relation to other uses of the resources.

II. Plans Finalized

We recommend that plans for the school year 1976-77 should be finalized by April, 1976. Further, we recommend that students, parents and all school personnel should be fully informed and working together toward implementation of the plans during the month of May, 1976.

III. Continuing Review

Although the CEC identifies its role as that of monitoring the implementation of the Court Order, many members of the group feel that the school system itself would benefit from a review procedure by interested citizens. The point here is that such a group could make recommendations to the School Board with regard to such things as specific school boundaries and other matters which may be a source of problems if they are not adjusted as changed conditions require.

Members of the CEC view such a Review Board as having a function quite different from the Court's appointed Council, which may or may not be required in the future for purposes of monitoring the implementation of the Decree.

*

ADDENDUM

Minority members of the Council would like to call to the Court's attention the fact that although the 40-70% Anglo student population prevails at most schools, at some schools the minority student ratio is mostly Black or mostly Hispano---thus creating a problem of isolation. It is their recommendation that at Junior and Senior High School levels there be a minimum of 5% Black and 8% Hispano in each school building.

*

Exhibit 40

This exhibit is on file at the U.S. Commission on Civil Rights.

Exhibit 41

DENVER EAST CENTRAL CIVIC ASSOCIATION
[illegible] DENVER, COLORADO 80206
444 Bankers Union Life Building
2401 East Second Avenue
322-1164

February 19, 1976

UNITED STATES COMMISSION ON CIVIL RIGHTS
Federal Building
Room 2330
1961 Stout Street
Denver, Colorado

RE: DENVER HEARING ON SCHOOL DESEGREGATION
February 17, 18, 19, 1976

On February 17, 1976, one of our members received a copy of your SCHEDULE OF WITNESSES, which was DECCA first knowledge of the contents of this event. On page 4 under the heading of of Concerned Organizations was listed Mary Snyder, Capitol Hill United Neighborhood-Denver East Central Citizens Association (CHUN-DECCA).

By direction of the board of Denver East Central Civic Association, the following correction must be made in any written documents issued by your Commission. Any reference by Mary Snyder and/or anyone else that she or they represent Denver East Central Civic Association in this hearing is not correct. DECCA has no knowledge of what Mary Snyder or anyone else has said or written concerning this hearing. Therefore, DECCA is in no position to agree or disagree with anything Mary Snyder or anyone else may have said or written concerning this hearing. DECCA has not approved anything that Mary Snyder or anyone else may have said or written concerning this hearing. Denver East Central Civic Association has a firm board policy that anyone presenting any public statement, either oral or written, using the name of Denver East Central Civic Association or DECCA, must present in advance to the board the proposed statement in writing. The board must give written approval of any such statement.

Thank you for your attention to this matter.

Sincerely yours,

DENVER EAST CENTRAL CIVIC ASSOCIATION

By Harry H. Haddock, President

HHH/j

DENVER EAST CENTRAL CIVIC ASSOCIATION
657 COLUMBINE STREET DENVER, COLORADO 80206

July 17, 1974

Mr. Mike Henry, President
Capital Hill United Neighborhoods
1441 Humboldt Street
Denver, Colorado 80218

Mrs. Mary Snyder, Chairman
Chun Decca Education Committee
866 Milwaukee Street
Denver, Colorado 80206

RE: Chun-Decca Education Committee

Dear Mrs. Snyder and Mr. Henry:

The Board of Directors of Denver East Central Civic Association have taken into consideration the recent newspaper publications, one appearing in the Denver Post, Saturday, June 22, 1974 at Page 3 in which a positive statement was made in a language which Decca has not approved and which some consider objectionable as to form. None of these declarations were submitted to Decca Board of Directors for approval. Referring to the Denver Post, Thursday, June 27, 1974, Page 29, a reference made to the Decca organization participating in a picketing protest at the School Administration Building. This activity was not approved by the Decca Board of Directors.

The Board of Directors of Denver East Central Civic Association passed a Resolution that the Capital Hill United Neighborhoods Organization is informed that Denver East Central Civic Association is dedicated to the best school integration program possible and will work with any organization to that end but hereby withdraws any inference or permission to use the name of Denver East Central Civic Association or Decca or to join the use of the name Denver East Central Civic Association or Decca in any way such as Chun-Decca Joint Education Committee, with the exception that any plan or proposal to use Denver East Central Civic Association or its designation Decca with any other group including Chun shall first be submitted in writing and written approval received from the Decca Board of Directors for the specific purpose as set forth in the specific written plan proposed. Otherwise, Chun or anyone connected with the Capital Hill United Neighborhoods organization, are directed not to use any references such as Chun-Decca Education Committee or Joint Education Committee or Capital

H21

Page Two

July 17, 1974

Mrs. Snyder and Mr. Henry
Chun-Decca Education Committee

Hill United Neighborhoods-Denver East Central Civic Association Education Committee or Joint Education Committee.

The Board of Directors further find that many of the people who are members of Denver East Central Civic Association and who have become involved with the Chun Education Committee are not informed or have not received notice or have not been provided with informative material as to what is planned or proposed in the way of matters such as the ones set forth above.

Denver East Central Civic Association has been in existence for a number of years, is known for its integrity, is known for its responsibility, is known for its concern, and is known for its tireless effort in maintaining the neighborhood in which all of its members live. We hope you may appreciate the reason for the concern which we have.

Sincerely yours,

BOARD OF DIRECTORS,
DENVER EAST CENTRAL CIVIC ASSOCIATION

By: G. Kladdof

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